

STONE

A Graded List of Literature
Reading Based on a Study
Of Children's Interests

Psychology

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THIS IS TO CERTIFY THAT THE THESIS PREPARED UNDER MY SUPERVISION BY

Mildred Burrill Stone

ENTITLED *A Graded List of Literature
Reading Based on Children's Interests*

IS APPROVED BY ME AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE

DEGREE OF *Master of Arts in Psychology*

Stephen S. Cohn

Instructor in Charge.

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The Herbartians have defined the end of education as the creating of a permanent interest. Whether this concept is sufficiently comprehensive to cover the entire field of education or not, it is certainly very significant when applied to the teaching of literature. The child must learn to love literature if he is to receive real benefit from it and to gain such a love he must read widely. The formal instruction that he receives in the schools should serve merely as an impetus for this wider reading.

This wider reading should be to a large extent spontaneous, but it should be sufficiently directed to insure in the main a reading of the best literature that can be obtained. It has sometimes been the custom of schools to prepare classified lists of such reading. These have often been brought together in a haphazard way, with very little attention as to the actual tendencies and needs of the pupil, and instead of furnishing incentives toward wider reading they have acted in the opposite direction.

These lists to be most efficient should be arranged so as to make the strongest appeal possible to the pupil. It is the object of this thesis to attempt to arrive at some fundamental principles for the drawing up of such a list. The method pursued is to inquire into the mind of the child and to note its development and the characteristic tendencies that manifest themselves from time to time in this development; to then correlate and classify the literature offered for the pupils in accord with the

tendencies shown in the development of the child's life. In making such a classification of children's reading, it must be remembered that the child is a developing organism; that from time to time his capacities and interests change, and that which may appeal to him at one stage of development does not and cannot do so at another. Hence, any outline of the interests of children must take into consideration their change in nature.

Children's interests develop as their instinctive tendencies come into contact with their material and social environment. These interests often are accompanied by a marked emotional reaction. Perhaps the earliest emotions to appear are the following, named somewhat in the order of their development: (1) fear, (2) anger, (3) grief (sorrow), (4) sympathy (pity), (5) love, (6) sense of humor, (7) religious, moral and aesthetic emotions. These latter are not fully developed until after the onset of puberty. Some of these emotions should be cultivated and others inhibited and perhaps entirely eliminated. The child, for example, should not be taught to fear unwisely, yet he should be made to fear the things that are positively injurious to him. There are two causes for fear (a) a knowledge of danger, and (b) the consciousness of ignorance as to the presence or absence of danger. Both are helpful in the careful training of children. No one is without fear. All need it in some form or degree, for it serves as a warning and sometimes a tonic. Fears are often also of value because they are the roots of the strongest intellectual interests - an object may become interesting when one surmounts fear. There is an exquisite joy of growth when fear has been conquered.

Of course the child should not be made to fear unnecessarily for nothing could be of more detriment to his welfare

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and progress,- this only refers to legitimate fear. The sense of humor in children though crude is very keen and is often overlooked by their elders. One may often appeal to children through fun when punishment would only produce stubbornness. To a child grief is overwhelming for the time being and care should be taken to avoid it. Most of its sorrow comes from the mismanagement and treatment of the child by the parents. Anger and hate should find very small place in the child's life, yet he should be made to feel indignant at evil, injustice and baseness of every sort. Sympathy, pity and love are the basis for the higher altruistic emotions and should be carefully cultivated to obtain the truest, the noblest character, yet the child should not be made over sensitive. The moral, religious and aesthetic emotions should find their chief considerations in the adolescent years, therefore should not be over developed before puberty. In making out a classified reading list, all of these emotions should be born in mind and books that make a proper appeal to them included. Literature that appeals to the sense of humor should particularly be kept in mind. Generally an altogether too slight emphasis is placed on the value of this emotion.

The largest groups of children's interests which have developed from his instinctive reaction to his environment are the social interests. These manifest themselves somewhat in the following order: (1) PLAY INTERESTS. Through the play interests the child becomes truly self conscious and a social being. These interests are very important from the third year of the child's life on through the entire pre-adolescent period. "The play instinct," says Mr. George A. Coe, (No. 31), "is an instrument for

the education of the individual and a permanent enrichment of the whole of human existence. Work should be made pleasant.

"Play is nature's great manual training school." Children's games are to a large degree a miniature picture of the life of man's mature years. Play is ~~nature's~~ way of educating the child. The play spirit is the spirit of freedom, of unhampered self-expression of all the joyful realization and exercise of power. Jesus fully recognized it in both his conduct and in his teaching. He shared in the merriment at Cana and did what he could to prolong it.

(2) IMAGINARY COMPANIONS. These generally develop in an environment where there are few children and are a sort of objectified play interest. These creatures of the mind are as real and take as active a part in the play as if they were little boys and girls actually alive. (3) INTEREST IN LEADERSHIP, HEROES, MYTHS, STORY-TELLING, ETC. This is the mytho-poeic age of childhood and appears at its height at about the eighth year. (4) Interest in grown-ups. Children at this time also find heroes in their teachers, parents and other adults toward whom they should have particular deference. This is one of the important interests to cultivate for later religious and moral development. (5) Interest in home and in adventure (migratory instinct vs. love of home.) This appears in boys especially as a sort of Wanderlust. It is the opposite of the social element found in the love of home. It manifests itself in truancy, boys gangs, tramping expeditions, etc. It has a distinct place in the life of the boy just before the adolescent period, but it must be given proper expression or it will lead to disastrous results. (Aristotle's doctrine of Katharsis.) As an example of this tendency the case of a boy who

played truant, day after day at times, especially in the fall and spring of the year may be mentioned. Finally the school board took the matter in hand and after making threats to no avail, they informed the mother that the boy would be given the rest of the year, this being fall, to correct his evil ways, that if he still persisted in playing off from school he could not return the next year. The mother at her wits end finally decided to confide in the boy's chum whom she knew she could trust. Through him she learned that her boy went off to watch bird's nests; that he knew all the different kinds of birds in that locality and their habits; that the little wild animals were friends of his, and that even the insects and worms were of the greatest interest to him. He had confided to his chum that some day when he was a man he wanted to study those things. The mother of the boy secured from a neighbor in payment for a loan made him a collection consisting of canary birds, a red bird, ducks, snails, gold fish and numerous other things. She had them placed one afternoon where her son would find them when he returned from school. The secret had been well kept and great was his surprise to see his new pets. He immediately conceived a notion of raising canaries to sell and his mother promised him all the proceeds above cost. Then he must learn how to feed them. The next night he found one of the best books on the feeding of and caring for birds on the library table right where he would find it. It was hard to get him to go to bed. He forgot to run away from school the following day but hurried home to study and care for new business. Days went by and still the teacher did not complain. The boy had been saved. He became interested in all his studies, the tide had turned and the proud

mother could see her boy developing into a man full of mental acquirement and power, yet with a sensitive love for nature and her offspring, the birds, the animals, the rivers and the flowers.

THE SELF INTERESTS arise in connection with the social interests and are a part of them in their way. (1) Among the strongest of these self interests is the desire for leadership already spoken of under social interests. This manifests itself in emulation, the ambition to stand high in classes, the desire to win at various games of skill and chance, etc. (2) Vocational interests develop gradually in children along about the tenth year. They have preference for certain trades, occupations, often that of their parents. This preference is generally, however, of a rather inconstant fluctuating character. These interests become much more intense in the adolescent years, between fifteen and eighteen and while intense they often are not permanent.

INTERESTS IN NATURE. (1) Children even before they are out of the cradle show their love for animals and pets. Each little one longs for a pet of its own, something that is alive to fondle and play with. (2) The flowers and trees are of the greatest interest, almost from the first of a baby's existence, but this interest is greatly intensified at puberty. Nature and the child seem closely related at this time. (3) Rudimentary aesthetic interests (color and form) also arise at an early age. Color and form are the first things to attract a baby's attention.

INTERESTS IN INANIMATE OBJECTS INCLUDED: (1) collecting interests children from an early age show a tendency to gather all sorts of curious material, such as stones, bits of glass and other useless stuff. Later they collect marbles, tops, stamps, etc.

(2) Interests in mechanical contrivances of various natures, steam engines, electricity, etc. next appeal to children. This interest manifests itself in boys as a scientific corrective of the mythopoetic imagination of the earlier period.

ORGANIC INTERESTS are interests that are inborn as a part of the bodily constitution and contain (1) interests in **rhythm** and **music**. Rhythm holds first place in music in children. Children learn to sing before they can talk. The origin of music is rhythm. (2) Dramatic interests and a general interest in motor expression follow closely along this line.

MORAL INTERESTS. These interests as has already been stated, do not show themselves strongly until the adolescent years. The morality of young children is largely conventional and intuitive. It is developed through suggestion and imitation. Imitation according to Professor Baldwin (No. 5a) is a reaction which tends normally to repeat its own stimulating process. There are three great instances of function which conform to the imitative type: First; the organic reaction which tends to maintain, repeat, reproduce, its own stimulation; be it simple contractility, muscular contraction, or selected reactions which have become habitual. This may be called biological or organic imitation and under this head fall all cases lower than the conscious picturing of copies. These biological imitations are first in the order of development and serve for the accumulation of material for conscious and voluntary actions. Second, there are the psychological, conscious, or cortical imitations. "The criterion of imitation - the presence of a copy to be aimed at - is here fulfilled in the form of conscious sensations and images. The copy becomes consciously avail-

able in two ways: first, as sensation, which the imitative reaction seeks to continue or re-produce (as the imitation of words heard, movements seen, etc.); and second, as memory." The first is called 'simple' the second, 'persistent' imitation. "Simple imitation is the sensori-motor or ideo-motor suggestion which tends to keep itself going by reinstating its own stimulation, and persistent imitation is the 'try-try again' experience of early volition...." Third, there are plastic imitations which cover all the cases of reaction or attitude toward the doings, customs, opinions of others, which once represented more or less conscious adaptations either in race or in personal history, what is ordinarily called 'secondary automatic' and subconscious. "Plastic imitation represents the general fact of that normal suggestibility which is...the very soul of our social relationships with one another.

Suggestion "from the side of consciousness as defined by Mr. Baldwin, (No. 5a), is "the tendency of a sensory, or an ideal state to be followed by a motor state." It is "typified by the abrupt entrance from without into consciousness of an idea or image, or a vaguely conscious stimulation which tends to bring about the muscular or volitional effects which ordinarily follow upon its presence." The fundamental fact about all suggestion - not hypnotic suggestion alone - is the removal of inhibitions to movement brought about by a certain condition of consciousness, which may be called suggestibility. Even young infants are open to suggestion. Children are credulous and even tastes, sensations generally, pains, pleasures may be suggested to them. The mother's face may suggest a smile. Long after the child has learned to use all his senses, and after his memory is well developed, he lacks conscious

imitation entirely. He imitates unconsciously before this but not with any definite idea of his own that he is trying to repeat what he has seen. The simple imitations are those which the child does not really imitate but does the best he can. He does not try to improve by making a second attempt. 'Persistent' imitation refers to the child's repeated efforts to improve his imitations. Imitative suggestion is the tendency of a sensory or ideal process to maintain itself by such an adaptation of its discharges that they reinstate in turn new stimulations of the same kind. There is tune-suggestion which is subconscious in the adult. The tune of some song runs through one's mind, but one is unable to reproduce it in sound - this is an example of tune-suggestion. Dreams react to deepen waking impressions and to strengthen the hold of dominant presentations and impulses. Normal auto-suggestion is still another class, that, for example, of suggesting sleep to another will put the first to sleep. A mother singing her baby to sleep will go to sleep herself in the chair still holding the little one, as has been my own experience. Among the inhibitory suggestions are those of pain, control, contrary (or contrariness in children), bashfulness. Pain inhibits movements, and its influence is not only physiological but extends every where through mental development. 'Control' suggestion covers all cases which show restraint set upon the movements of the body except that which comes from voluntary intention. Contrary suggestion is often noticed in children when they do exactly the opposite from what has been told them. Modesty and certain ethical emotions are the cause of the inhibiting suggestion of true bashfulness. Hypnotic suggestion I shall say nothing about as it is a field to itself.

This brief discussion of imitation and suggestion makes clear the great value of example. The child knows no better model than the parents, the teacher, the grown people around it. A naturally sweet dispositioned child may be ruined by playing and associating with disobedient naughty children. He is susceptible to the slightest influence and care should be taken to provide good company for the little one in his playmates, in his grown up friends and in his books. To the child the story is real and the people in it are as much alive as he is. Give him the best of everything and he will be far the greater, nobler man.

Imitation, suggestion and example have great influence upon the moral interests of children. They imitate their admirers and do as they do; until they are ten or eleven years old their morality is a matter of imitation and suggestion. They have no reasons of their own for doing or not doing certain things. "Mama says so" is the usual response to the questions of right or wrong. My baby, eighteen months old, pulled her cup of milk off the table this morning. I scolded her. She did not see the wrong I am sure. She wanted the milk and she could not reach it, so she pulled the cloth to get it. She did not think of being naughty. The teacher whether parent or school teacher must have real human sympathy to deal justly with the children's naughtiness. It is the sacred right of every child to be taught obedience. Good literature is of the highest importance in suggesting proper conduct during the pre-adolescent age.

Data Dr. Barnes (No.10) gathered from school children show the following general conclusions in regard to their sense of right and wrong. (1) Justice is, with children, largely a matter

of feeling; they feel wronged or justly dealt with, without much notion as to why. (2) The majority of children look upon punishment as an atonement - they pay for their crimes in suffering. (3) They sometimes demand that they shall be excused when they could not help it or when they did not know any better. (4) In a just punishment they must know the exact charge and all others implicated must receive their share of punishment. (5) They accept corporal punishment when legally applied, the duty of obedience to constituted authority. As to the legal aspect of children's morality, they have little idea except to escape punishment. They will go just as far as they dare and think it sport. Of some fifty men questioned from different positions in life, lawyers, physicians, dentists, merchants, ministers and business men, all but one or two had committed crimes in the sight of the law and almost without exception the individual had considered his youthful misdemeanor excusable, saying that every boy must sow his wild oats. There is this time just about the age of puberty when the boy loves to wander unless there is the proper interest at home in its surroundings and in the persons who make up that home. And a great deal of the disorder in schools, the disobedience at home is merely the expression of activity which needs to be directed into suitable channels. Young children have no real sense of morality. Julian Hawthorne says they have not yet descended to the level where morality suggests itself to them.

Dr. Hall says, (No. 54), "To be really effective and lasting, moral and religious training must begin in the cradle," although the religious emotions are not awakened until the dawn of adolescence. Frobel has remarked that, "The unconsciousness of a

child is rest in God." The important stage for the deep religious emotions is between the years od twelve and sixteen." "Between love and religion, God and nature have wrought a strong and indissoluble bond." Up to this time religion has been the fear of an external power and the hope of its assistance to overcome the disagreeableness of life. Men of all sects and opinion agree that it is the business of the public schools to deliver to their pupils this common fund of moral truth. The teaching of science lends itself to the cultivation of truthfulness; the study of history, when properly conducted is of high moral value such as stories of heroism, self-secrifice, love of country, devotion to principles at the greatest cost; the study of literature is of great moral value. Manual training, gumnastic exercises, and music have good moral effects. Discussed as an educational and philosophical question Mr. Flexner says,(No.42), "the child is to be fitted and equipped to live in its social environment. Let the child see the wonder, the beauty of nature, bring him to feel the potential greatness and nobility of man, and at the same time the limitations and dependence attendant on his finitude" - the foundation of true religious life. The Bible should be studied as a masterpiece, if not for religion's sake. Its stories of heroes and heroism will make a lasting impression for good upon the pupil. Under this subject of religious interests are (1) the interest in myth which has already been mentioned. (2) Superstitious interests, fetiches, charms, etc. Children are inclined to believe everything that is told them and thus it is no wonder that they are somewhat superstitious, at least to a certain extent. Almost every child has its fetich, even if it is only an old rag doll.

Doctor G. Stanley Hall says, (No.52), "I only advocate that children should be allowed to be little fetich worshippers. They are then exercising instincts which are growing." Savages have fetich worship and it seems to be a natural instinct for the small child. Many people even to-day believe in and use charms to drive away evils of all kinds, but these are not used among the educated classes of to-day. (2) The veneration of teachers, parents and mythical beings. Children idealize their teachers and parents and believe what they say and do is perfect. Their belief in the mythical heroes they have heard of cannot be shaken. Here, again is shown the value of example that will make for the noblest and the best.

It is but a step from the religious interests to the INTELLECTUAL INTERESTS. (1) Curiosity. The child is instinctively curious from an early age, even as it lies in the cradle. Through curiosity he gains a large part of his knowledge of his environment. (2) Interest in truth. A child, at first, distinguishes with difficulty the true and the false. Later he manifests a desire for certainty. A genuine enthusiasm for truth shows itself but little in the pre-adolescent years.

INTERESTS OF ADOLESCENCE. The healthy (No.22) adolescent overflows with life. His supreme demand is contact with life and this great increase of energy shows itself in a great influx of emotional vitality. The adolescent mind is filled with hope, dreams, tempestuous passions, and new ideas. Social and ethical impulses become dominant. Vanity, self-consciousness, self-depreciation, dreaming by day and night, demanding unbounded love, hating moderation in everything, sometimes pathetically religious, love-jealous, envious, are characteristic of this period. The adolescent often possess varied and contradictory emotions. He desires to

be some great hero, to be somebody else. Again, thoughts of suicide come at this time. It is very probable that no grown person has passed the adolescent age without sometime contemplating suicide. Many young people at this age have what is known as "the blues". The imagination becomes more acute and it is of the greatest importance that these ideas and ideals be directed into properly channels at home and in the high schools and colleges. Dr. G. Stanley Hall has said, (No. 56) "Puberty is the birthday of the imagination. Its morning twilight is reverie," and Goethe has said, "Imagination is the preparatory school of thought." The imagination is of very great importance and affects the entire life of the youth. Active education in the laboratory, or the athletic field and in the shop are important to overcome the excess of energy. The youth has a passion for argument and becomes a remorseless critic, the least fault in any one is discerned by him. Excessive pride and conceit; self-will and rebellion against authority appear. Nothing but the absolutely perfect is right; all else is wrong and only the absolute, indubitable truth will satisfy him. Heretofore the child has taken himself objectively, but now he discovers himself, must acquaint himself with that inward self, debates with himself and criticises himself. Mr. Coe says, (No. 30), "The hypersensitiveness of conscience in many adolescents is a special feature of the reflectiveness, the introspection and the self-criticism that tends to set in somewhat preceding the advent of puberty." The ideals change with these new and broader ideas, and new ideals are formed. The desire to be of some account in the world, to become famous or at least worthy of fame, to have a profession or business fill the soul of the youth. The ideas and ideals of adolescents are exceedingly intense but inconstant of a fluctuating nature - intense, as

long as the desire or ambition lasts. The egoistic feelings give place in a measure to the altruistic, companionship is necessary to his happiness; self is lost sight of to a certain extent that good may be done to others. Heretofore it has been the sole idea of doing for one's own self. The morals enthusiasms are greatly intensified not infrequently with daemonical tendencies. The love for nature becomes keener. All nature seems a part of him. This is also the age of conversions, renunciations, the development of criminal and immoral tendencies. A child in its adolescent years cannot be too carefully guarded.

There are other interests which become acute at this time, namely, those centering around the opposite sex, the love of society, romantic, adventure, etc. The love for society, comradship seems necessary, a part of the change from boyhood to manhood, from girlhood to womanhood. The love of the boy for the girl, or the girl for the boy is a newly awakened interest, full of sentiment. This love awakens new thoughts, nobler thoughts, nobler ideals, finer ambitions, if properly directed. The youth is also fond of adventure. Excursions into the woods, hunting, fishing, anything that suggests adventure is of vital interest. There is here the place for the romantic novel or the love story provided it is on a high plain of morals. Many of the stories of to-day lack in moral cleanliness and tone, but the proper romantic story may help to guide and hold a boy or girl to the straight and narrow path when advice, chiding or visible attempt at guidance from loved ones would fail. These stories should be most carefully selected for the moral tendencies of young people take on new attitudes at this time, and should not be neglected by those most interested in the child. No stories with base ideal or pessi-

mistic attitudes in regard to sex or society can be safely trusted to the youth at this period, when idealism is so fundamental in his nature. Sex relations must be idealized and perhaps portrayed to an extent in an unreal way.

Before discussing the general reading interests of children in the light of previous analysis, something ought to be said of the relation of work and play and their value to mankind. Many scientists claim that those plays that are non-imitative are inherited and developed from the activities of our ancestors. Play is the most spontaneous of all activities in the child and is an exact expression of his motor needs. Play gives strength, courage and confidence which tends to simplify life and habit. It gives energy, decision, promptness of will, brings consolation and peace of mind in evil days; is a resource in trouble and brings individuality. Dr. Hall again says, (No.52), "Play is the primeval paradise from which the child gradually emerges... I believe in a great deal of play." He defines work as doing something you won't want to do because some one else makes you do it. Play is essentially what children like to do. "As work is higher than toil, so is play higher than work. Toil rests upon submission, work on freedom, play on spontaneity and self-unconsciousness. To turn work into play is the highest achievement of active life. Play is not free from fatigue but it is free from friction and irritation; it involves the most prodigal expenditure of strength. The pleasure of play is the consciousness of freedom. The man who turns work into play instead of being slothful, becomes notable by reason of the ardor and prodigality with which he pours himself out upon his tasks." Some have said, make everything play for the

children and they will not develop into strong minded men and women; on the contrary, how much more a teacher can get her pupil to do, and how much better it is done, if he is in love with his work. If the work is pleasant there is no drudgery, no nervousness, no ugly feeling, only his healthy fatigue. Play literature is fairly abundant and generally wholesome.

The real mission of literature, says Dr. Hall (No. 56) is, (1) "The conception, embodiment, and interpretation of some great idea or principle. (2) The correct interpretation of the spirit of the age. (3) The interpretation of human nature to itself and to the world. (4) The presentation and enforcement of high ideals." Literature is a social and civic force. Literature is the written communications of the soul of mankind with itself..." It is our legacy and has been selected and preserved for posterity. It is the world's best reading and includes stories and fables, songs and poems for all stages of childhood. Mr. Charles Dudley Warner says, (No. 132), "Literature and art are not only the records and monuments made by successive races of men, not only the local expressions of thought and emotion, but they are.... the streams that flow on enduring...reviving, transforming, ennobling the fleeting generations... Any good book, and real book is an open door into the wide field of literature.... The young mind is open to noble thoughts, to high conceptions; it follows by association easily along the historic and literary line... there should be real literature in the public schools." Children derive more genuine enjoyment and profit from a good book than most grown people are capable of. They actually see what is described and themselves enact and perfect the characters of the story as it goes along.

The child should have the best literature there is, and even if he cannot, at first, understand it all, he at least gets real pleasure and much good from the mere sound of the words. "The boy (No. 76) who heard the talk of cultivated men and women at table about current affairs and subjects of permanent interest has the very finest of educational opportunities; the boy who listens to talk which is intentionally brought down to the level of his own intelligence is by that act robbed of his opportunities." and so with books, the best literature is the right of every boy and girl. Children are more appreciative than grown people and they themselves like the best books. The best writers obtain their literary taste by reading well-written and interesting books. To be sure the books should be carefully selected with a view to the tastes and needs of the pupils. They ought to be acquainted with the story-roots and leading motives of all the greatest and best literature in the world. According to Dr. G. Stanley Hall, "No literature is so classic in form that it should not be freely sacrificed to its contents." To children history means story. Boys especially ought to read in the field of nature and modern science. It is the mind of the child that is being deeply stirred and it is the time when the seeds of thought drop silently into secret and hidden places of the soul to influence for good or to mar the whole of existence. If all the little things influence for good or bad, and they certainly do, why should not the best and nothing but the best be had for those little people who are to become the men and women of future generations? The intellectual fortune of a child is made or ruined according to the material he now reads. While a child's preference may be indulged, it should be carefully

guided so that his reading may always be of the best, but broadening along many lines so that it will not be one-sided. There are a few principles to keep in mind with regard to children's reading, (1) a book must have a good, healthy, moral tone, although the moral itself is better an implied one; (2) A book should be true in order that the child will not have to read and then to unlearn what he has read; (3) It should contain correct English, although the dialogue imitative of persons may be allowed. (4) Humor is a special feature with children and often overlooked by their elders. (5) Children should not be allowed to read a book carelessly or to leave it unfinished.

As has previously been said a child's preference and inclination should have weight with the parent's or teacher's selection, and to be efficient the teacher or parent must know the general reading interests of children which are herewith discussed in the light of previous analysis. (1) Mythology, story-telling is fundamental of everything, - history, religion, science, etc. and is perhaps the consummate art of parents and teachers. Every land has its myths and legends and consequently there is an inexhaustable fund of stories that interest the child and at the same time mould the highest faculties of the soul into rounder more beautiful and more useful tools. The child makes a mythology of his own which in no way hinders the acceptance of current scientific and religious views. Child-thought like primitive folk-thought is saturated with myth. The folk-lore of many tribes, the beginnings of all great literatures in addition to historical facts consists of migratory legends and myths of wanderings, such as the wanderings of the Jews. There must be myth at the story age. There are the fairies, wizzards, ghosts, sun myths and sun lore, moon lore and moon poetry,

the trees and flowers, stories of Paradise, the fire and weather lore, the cloud fancies and the deluge myths. These myth stories are beliefs of a race and scientists now think that the child repeats in its life the history of the race, consequently there must be the myth story. Mr. Habiak says (No. 76) "The great story-book of mythology, with its splendid figures, its endless shifting scenes, its crowding incident, its heroism and poetry, ought to be open to every child; for mythology is the child's view of the world; a view which deals with obvious things often, but deals with them poetically and with a feeling for their less obvious relations. For these stories were not manufactured, they grew and in them is registered the early growth of the race. They are not idle tales; they are deep and rich renderings of the facts of life; they are interpretations and explanations of life in that language of the imagination which is as intelligible to children as to their elders; they are rich in those elements of culture which are the very stuff of which the deepest and widest education is made."

Fairy mythology represents the serious belief and worship of early religious life. The fairy story illustrates the unity of life and brings before the child a universal truth in a pleasing, poetic manner, assists him in asserting his spiritual lordship, in developing a passion for perfection, and in cultivating emotional and imaginative powers. The use of the fairy story for children has been greatly criticised the last few years. Remove the true fairy tale and the stimulus for the imagination is gone, and a child without imagination would have no true existence at all. It is through the imagination that the world progresses. The mind must conceive before a plan can be made or realized. The true fairy story is good for the little one, and a fairy story properly

so called, conceals in the form of a tale, some truth of universal application to social life, but in such a way that glimmerings of the truth shine through it. The chief pleasure in it is in contemplating the pictures, and in living over the experience that imagination and memory supply. In it are personified the natural and moral forces at work in the world. "Jack the Giant Killer" is the story of the triumph of the mind over natural forces. Children take the fairy story as it is - they do not think of its relation to life. All our great literature is the portrayal of the experiences of mankind. "The (No. 1) chief pedagogic value of the fairy tale", says Mr. Adler, "is that it exercises and cultivates the imagination which is a most powerful auxiliary in the development of the mind and the will. It also stimulates the idealizing tendency." "Imagination is the preparatory school of thought" is the statement of Mr. Partridge (No. 96). The myths of ancient Greece are ever fresh and new; they never fail to fascinate both young and old. There are three groups of fables (1) Those which depict the character of strong and mighty, (2) those which treat of the proper policy of the weak, and (3) those which console the weak. Those fables which illustrate the results of evil should arouse a feeling of disapprovement and those which present types of virtue should be excellent examples.

Stories are valuable as a means of discipline. Wrong inclinations or weak tendencies may thus be guided and corrected. And story-telling is a gift. According to Dr. Hall the secret of a capable teacher is the ability to tell a story. The story element should be magnified in education. The story brings together all kinds of facts. It is too bad that a story should end sorrowfully, for a child suffers keenly for the time. On the other hand it

should be full of humor to which a child is very susceptible. It is better to tell the story to the younger children for they are thus able to understand it, where the reading would not make it clear.

History and stories of adventure appeal to the heroic. Literature and history have been introduced to our youngest children. History appeals to human nature and is the writing down of the deeds of the nation and is therefore attractive to the little folks. It grows easily and naturally out of story-telling. It is not only the recital of noble deeds, but it is the account of the adventures and accomplishment of noble men. All children have their ideals and their heroes whom they worship. What a child will not sit in open-eyed wonder and awe at the recital of a war story? A child lives over and over, and reacts a story as it has been told, so that good in history and the acts of great men influence their lives for good. The stories of adventure satisfy the Wanderlust for he can picture these tales and experience them in his own imagination. They are usually beyond his expectation and thus provide an offset for his crave for wandering. The stories of the lives of great men and women may be selected to appeal to various stages of development. At first the stories must be simple so that the child may understand, but as they grow older more incident can be filled in and the child never becomes weary. Love stories and romantic fiction date away back and have their place along the adolescent years. They serve as an outlet to their passions and newly awakened sense of self. "The enlargement of human life" says Mr. Fairchild, is secured chiefly through the (1) realistic novels, and (2) descriptive fiction..... when history is well written there is little difference between the

history and the realistic novel.... These idealistic and realistic stories of life reveal to the children the meaning of their own experience."

Poetry gives rhythm and form and thus makes more or less of an appeal to all stages of development. It is only in the last century that poets and even prose-writers have written especially for children. Many of the poems and stories composed for them are of interest to both the little ones and to the older people. Poetry however, appeals especially to and is more practically suited to adolescence. The same is true of the drama.

"Environment is the ultimate controlling factor in determining careers." It is the study of sense-impressions which if repeated for a time and sufficiently often produce permanent states of mind. Mr.Oppenheim says,"The child represents in his future growth what his imitative faculty has fed upon." If environment is so important in the life of the child, then care should be taken to make that environment as nearly perfect as possible. Books and reading influence the young mind fully as much as their real companions, consequently the child should have plenty of good reading and the best cannot be too good. To a large extent the standard authors are drawn upon for reading books and for supplementary reading. The problem is to classify good literature as to style and subject matter so that the child may have the right kind of reading at the right time. Fifth grade pupils are well able to read for themselves, but up to this time most of the reading ought to be aloud for thus they get a better understanding of the story and a child ought to have the story as a whole, not in pieces. Let him have it to criticise later. From

the sixth grade or about twelve years of age to eighteen or twenty is the reading craze. Boys like books on electricity, they read nearly twice as much history and travel as girls, and only two-thirds as much poetry and stories. It may be that the two former deal with men and that this accounts for the difference. "Almost all the standard schoolboy books are tinctured with vice, from which even 'Tom Brown's School Days'.... is not wholly free."

Raphael in his paintings was the first to bring the child into the notice of the world, the first to consider him of true value to the world, and Wordsworth in his "Recollections of Early Childhood" was perhaps the first to notice him in literature. One of his first poems to children is "We are Seven". He entered the mind of a child and identified himself with its movements as it unconsciously betrayed in his pastoral, "The Pet Lamb." It is true that before this are the appearance of children in the Bible. The foundation of government, of religion is the child. The lack of place for children caused the downfall of Greece and Rome. The lives of the men in the New Testament are traced to their childhood although only a few are mentioned in the Old Testament, such as Moses, Bathsheba's child, Ishmael, Samuel in the Temple, the son of the widow of Jaraphath restored by Elijah, the child of the Shumanite brought back to life by Elisha, the jeering boys who followed Elisha. To the Jew, childhood was the sign of fulfillment of glorious promises. The New Testament is the beginning of modern Jewish history. The child life of Christ was not unlike that of other children. Children have a spontaneous interest in Jesus. It should be encouraged, and the New Testament should be studied in the schools aside from any religious views for the example set by the upright, noble, winsome child.

It is Hans Christian Anderson who has made perhaps the most unique contribution to the literature children read. It is illustrative of childhood for he could interpret children. His best known short stories are called fairy-tales and he has himself divided them into two classes, (1) "historier", and (2) "eventyr" (adventure). These, and those of the Grimm brothers which came later are of great interest to children. Every child should be acquainted with them. Children should also know something of the life of Mr. Anderson and his autobiography is exceedingly interesting, well written, happy and full of incident... There is a loving God, who directs all things for the best." Mr. Anderson is from Sweden and the Grimm brothers from Germany. There are men at work collecting the old legends and myths; Mr. Dassent is at the head of the Norwegian school, Mr. Day and Mr. Sinbad in Bengal, Mr. Ralston in Russia and others in other countries whom I cannot name. "The God of Our Fathers" by Herman I. Stern is a book on Saxon mythology every student and teacher should read. "The Young Folks Library", compiled by Mr. Thomas Bailey Aldrich, editor-in-chief, Hamilton W. Mabie, Henry VanDyke, Wm. Jewett Tucker, Nathan H. Dole and published by Hall and Locke, is a series of twenty volumes richly illustrated which is well worth the possession of every student. It is suitable for children and is helpful to high school pupils. It contains folk-lore, fables, fairy tales, legends, stories of natural history, wonders of art, sea and sky, stories of animals, stories of brave deeds, of exploration, of schools and college life. It also contains biography, history, patriotic orations, poetry and has a book of references which is the key to the entire series. It has selections from the choicest literature of all lands.

Whittier's "Child Life" is full of beautiful things and "The Autocrat of the Breakfast Table" by Oliver Wendell Holmes is interesting, pleading, sparkling with fun and healthy in tone. The world owes much to Oliver Goldsmith who "left scarcely any kind of writing untouched, and touched nothing that he did not adorn." His "History of Goody Two Shoes" is especially suited to young children. All of Louisa M. Alcott's books are good from "Lulu's Library" for little children through "Little Men," "Little Women", "Joe's Boys" "Under the Lilacs" and "Rose in Bloom" and are much called for of the children own accord. An editorial in the North American Review says in regard to the "Arabian Nights" - "It is not essentially wholesome...but it is immeasurably superior to the best of the products called forth by our modern notions of what should be given to children to read." Aesop's Fables are also valuable. "Robinson Crusoe" by Daniel Defoe should be attainable for all children. It satisfies the Wanderlust as few books will and the thought that Robinson Crusoe overcomes every obstacle in his way of living sets a worthy example to the young. Mother Goose is a marvel and many of the little rhymes are well worth the child's attention. Elizabeth Browning in "Little Ellie" sympathizes with the child as does Cowper in his "Gilpin." Thomas Hood, Thomas Bailey Aldrich, Alice Carey and Whittier, all hail Mother Goose who really lived and wrote in the early days of Boston, Massachusetts. Eugene Field was a lover of children. For sweetness and tenderness of soul the gentle poer occupies a unique place. His "Primer" is exquisite. "Winsome Womanhood" by Mrs. Margaret Sangster is a pleasing and a very helpful book for adolescent girls. Hawthorne's "Tanglewood Tales," appeal to all children and seem to be universally read. All of the stories of Laura E. Richards and those of Kate Douglas

Wiggin (Mrs. Wriggs) all well told and interest both children and grown people. "Sweet William" by Margaret Bouvet is an exceptionally sweet story. "The Five Little Peppers and how they Grew," and the series which it commences, by Margaret Sidney are full of vital interest and are wholesome and carefully, nicely written. Ernest Thompson-Seton attracts the children in his animal stories although many of them seem utterly improbable. "Donald and Dorothy" by Mrs. Mary Mapes Dodge should be read to every child. "Gulliver's Travels" by Swift appeal to the boys especially. Many of the stories of Joel Chandler Harris, notably the "Brer Rabbit" tales are of interest. Kipling appeals to the children in his "Jungle Book" and "Just-so stories," "The Kindergarten Stories," by Miss Wiltse are good. Sara Orne Jewett and Mary E. Wilkins (Mrs. Freeman) have written good stories for children. Andrew Lang is always good. "The King of the Golden River" by Ruskin is fine. The series of Elbert Hubbard's which starts with "The Lives of Good men and Great" is of value and is written in an original, interesting, easy style. It is the little incidents surrounding the lives of these great men that it tells. These will long be remembered after history is forgotten for it is what we like to hear. Thomlinson, W. O. Stoddard, Kirk Munroe and Dudley interest the boys. Eggleston is wholesome as is Horace E. Scudder. The "Art Literature Readers" by Grover are especially attractive. Pictures of the best paintings are given and the story is told below. They are works of art in themselves. "The Sun-bonnet Baby's Primer" by Grover is also finely illustrated, with a verse below each picture. This is for very small children. "The Little Colonel Series" by Annie Fellows Johnston is good and so is the series, "What Katy Did" by Susan Coolidge. Miss Annie Johnston, Miss L. T. Means, Miss Anna Chapin Ray and Miss Barbara

Yechton are all writers for girls. Mr. D. M. Mulock, James Baldwin, James Johnnot, Edward Shaw, E. S. Brooks are wholesome and helpful writers. "A child's Garden of Verse" by R.L. Stevenson is useful and contains many beautiful selections. His "Treasure Island" is especially valuable book, as appealing to the love of adventure. Mrs. E.H. Burnett is good in her "Little Lord Fauntleroy," "Sara Crewe," "Two Little Pilgrims' Progress," "Black Beauty" by Anna Sewell, and "Beautiful Joe" by Miss Saunders are stories of nature and are interestingly told. These and the "Cat Stories" of Helen Hunt Jackson point a moral of kindness to animals. "The Asgard Stories" by Foster are well worth reading.

Cooper, Dickens, Sir Walter Scott, Washington Irving; Oliver Wendell Holmes, Shakespeare are splendid companions. "Now this quality which invests Ulysses, Perseus, Thor, Siegfried, Arthur and Parsifal with such perennial interest is characteristic of the great books, into so many of which mythology directly enters. The "Odyssey" is not only one of the great reading books of the race; it is also one of the great text-books. Shakespeare, the "Iliad", "Plutarch's Lives", are the pasture of great souls. The only one of Tennyson's that is criticised as unfit for even high school students is the "Princess" and this is due to the moral tone. Children and young people should be acquainted with the Niebelungen Lied, the Homeric Tales, the Chansons de Geste, the Arthurian and Robin Hood Legends. "The Greek Heroes" by Charles Kingsley deserves attention. Others than those already mentioned of the great poets which appeal to youth are Longfellow, Tennyson, and Burns. "Shakespeare is quite as interesting to a healthy boy as any story-writer who strives to feed his appetite for action and adventure; and Shakespeare is a great poet besides. He enter-

tains his young guest quite as acceptably as a hired comedian and he makes a man of him as well..." Nearly all of the great works have been rewritten so that the youngest child may have them.

The autobiographies of men and women are often well worth while, such as that of Pierre Loti, of John Stuart Mill, of Benjamin Franklin, of Count Tolstoi; and those of Thomas Bailey Aldrich, "The story of a Bad Boy", and Charles Dudley Warner, "Being a Boy" cannot be kept in our city library. These stories often appeal to one because they are true and reveal the actual experiences of real men. Undesirable papers and magazines are in circulation but there is nothing objectionable in most of the material in the "St. Nicholas", "The Youth's Companion," and the "Harper's Round Table. They are really of educational value. The Philadelphia Board of Education recommends for boys the following magazines, "North Atlantic Review," "Forum", "Atlantic," "Harper's", "Scribner's;" and "Century." Let the children grow up in the presence of superior things and they will take to them as easily as they will take to cheaper things. Accustom a child to good paintings, and he will never be attracted by inferior pictures; accustom him to good music, and the popular jingle will disgust him; bring him up with Homer, Shakespeare, Plutarch, Herodotus, Scott, Hawthorne, Irving and it will be unnecessary to warn him against the books which are piled up at the newsstands and sold in railway trains. The boy who grows up in this society will rarely make friends with the vulgar and the unclean; he will love health, honor, truth, intelligence, and manliness. For reading is not only a matter of taste and intelligence; it is a matter of character as well.*

The public library should be a part of the public school; the two should work in harmony to produce the best results. The needs of children are almost as various as the children themselves, but with the hearty co-operation of school, library and parent, the very best results might be obtained. Work was begun in Madison, Wisconsin, in the summer of 1900 under the librarian, Miss Wildman who conducted a reading class. The class met once a week for six weeks. She told the members miscellaneous stories, at the same time inviting them to read five books out of a list of one hundred she had given them. The club grew in numbers each summer, and the reading broadened into a wider range, - birds, insects, fairy tales, stories of King Arthur, of Indians, of Rome, Greek, Norse and Colonial stories; stories of boys, of girls; stories of explorers, of travel, war and chivalry were told. As samples of the books chosen the following are quoted: Burroughs' "Birds and Bees", Mathew's, "Familiar Features of the Roadside"; Wright's "Citizen Bird;" Bignell's "Mr. Chypes and Miss Jenny;" Miller's "First and Second Book of Birds;" "Tenants of an Old Farm"; Treat's "My Garden Pets"; Hook's "Little People"; Morley's "Bee People"; Pierson's "Among the Meadow People". Besides this summer work Miss Wildman has given talks before the children in the schools. In the city library of Bloomington, Illinois, the librarians are careful in their advice to the children as to what books they shall read. There is a room set apart for their use. Here the public school and the librarians try to work together. At present there are two schools which the librarian visits one-half day each week when books are read and others are taken out to read. These books are brought from the city library and the miniature library is conducted on the plan of the larger one. The idea is

so popular that the other schools of the city are calling for "sub-stations." This experiment has been in progress at least two years and as has been said the interest increases; it does not lag. Below is a list of books which the Bloomington children draw out of the library of their own accord, arranged according to the grades as nearly as possible.

Grades I and II.

Picture Books - Caldecott.
Sunbonnet Babies - Grover.
Slovenly Peter - Hoffman.
Tale of Peter Rabbit - Potter.
Wonderful Wizard of Oz - Baum.
Lonesomest Doll - Brown.

Grade II.

Adventure of a Brownie - Craik,
Little People of the Snow - Muller.
Among the Farmyard People - Pierson TO READ TO THE CHILDREN.
Among the Forest People - Pierson.
Among the Meadow People - Pierson.
Children's Book - Scudder.

Grade III.

Myths every child should know - Mabie. Fairy.
Squirrels and other Fur bearers - Burroughs.
Strange Adventures of Billy Frill - Cheever.
Bee People - Morley. NATURE.
Among the Forest People - Pierson.
True Story of Columbus - Brooks.
True story of the United States - Brooks. Our own land.
Around the World, Vol. 2. - Carroll.
Children of the Cold - Schwalika.
Old stories of the East - Baldwin Bible.
Story of the Bible - Foster.
Open Sesame - Ballany.
Cupid and chow - chow - Alcott.
Cross Patch - Coolidge.
Little Lame Prince - Craik. General.
Things will Take a Turn - Haraden.
Quicksilver Sue - Richards.

Grade IV. B.

Old Greek stories - Baldwin.
Little Mr. Thimblefinger - Harrie.
Wonder Book - Hawthorne.
English Fairy Tales - Jacobs.
Aladdin and the wonderful Lamp - Lang.
Blue Fairy Book - Lang.
Stories of my Four Friends - Andrews.
Stories of Little Animals - Mulet.
Buz - Noel.
Red Fox - Roberts.

Child life in many Lands - Blaisdell.
Cousin Books - Wade.
Lulu's Library - Alcott.
Alice in Wonderland - Carroll.
Jonesomest Doll - Brown.
Mischiefs Thanksgiving - Coolidge.
Nine little Goslings - Coolidge.
History of Little Goody Two Shoes - Goldsmith.
Peterkin Papers - Hale.
Story of a Donkey - Segur.
When Molly was Six - White.
Swiss Family Robinson - Wyso.

Grade V. A.

Madame How and Lady Why - Kingsley.
Ways of Work Folk - Lang.
Jerry the Blunderer - Wesselhoeft.
Sparrow and the Tramp - Wesselhoeft.
Uncle Sam's Soldiers - Austin.
How we are clothed - Chamberlain.
Eugene Field Book - Field.
A. B. and C of Electricity - Meadowcraft.
Story of the Indians of New England - Burton.
Pioneer History stories - McMurray.
Pioneers of Land and sea - McMurray.
American Pioneers - Mowry.
Peterkin Papers - Hale.
Nelly Silver Mine - Jackson.
Flemingo Feather - Munroe.
Wakulla - Munroe.
Two Little Confederates - Page, T. M.
Merry Adventures of Robin Hood - Pyle.
Jolly Good Times (Series) Smith.

Grade V. B.

The Little Cliff Dweller - Lolanie.
Beautiful Joe - Saunders
Flipwing, the spy - Wesselhoeft.
Torpeanut, the Tomboy - Wesselhoeft.
Life in Asia (World and its People) Smith.
Cousin Books - Wade.
Little Men - Alcott.
Juan and Juanita - Baylor.
Sara Crewe - Burnett.
Waste Not, Want Not - Edgeworth.
Heidi - Spyri.
Two Arrows - Stoddard.
Gypsey Breyton - Ward.

Grade VI. A.

Wagner Opera Stories - Barber.
Greek Heroes - Kingsley.
Boys' King Arthur - Lainer.
Children's Hour - Longfellow.
Paul Revere's Ride and other Poems - Longfellow.
Norse stories - Mabie.
At the Back of the North Wind - MacDonald.
Horse Fair - Baldwin.

Lion and Tiger stories - Carter.
Bears of Blue River - Major.
Four Great Americans - Baldwin.
Four American Naval Officers - Beebe.
Century Book for Young Americans - Brooks.
Century Book of the American Revolution.
True Story of Lafayette - Brooks,
True story of U.S. Grant - Brooks.
Boy Life in the U.S. Navy - Clark.
Boys of '76 - Coffin.
Old Times in the Colonies - Coffin.
Eight Cousins - Alcott.
Prince and the Pauper - Clemens.
Donald and Dorothy - Dodge.
Hans Brinker - Dodge.
Jedja story of the civil way - Goso
Betty Leicester (series) Jewett.
Three Little Daughters of the Revolution - Perry.
Boy soldiers of 1812 - Tomlinson.
Scouting for Washington - True.

Grade VI B.
Story of Siegfried - Baldwin.
Wagner story book - Frost.
Stories of Famous Children - Hunter.
B. B. C. of Electricity - Meadowcraft.
Chancer's Story simply Told - Seymour.
Bear stories - Carter.
Animal story Book - Lang.
North America - Carpenter.
Great American Industries - Rochlean.
Sweet William - Bouret.
Little Lord Fauntleroy - Burnett.
Tommy Post Office - Jackson.
Nan - Lillie.
Flock of Girls - Perry.
Bird's Christmas Carol - Biggs.
Taling Leaves - Stoddard.
Two Arrows - Stoddard.

Grade VII.
Water Babies - Kingsley.
Howling Wolf and his Trick Pony - Champney.
Biography of a Grizzly - Thompson.
Girl of '76 - Blanchard.
Story of the American Soldier - Brooks.
Jacj among the Indians - Grinnell.
Boy Travellers in Northern Europe - Knox.
Boy Travellers in Mexico - Knox.
Boy Travellers in South America - Knox.
Frigate's Namesake - Alcott.
Little Men - Alcott.
Little Women - Alcott.
Story of a Bad Boy - Aldrich.
Being a Boy - Warner.
Tom Sawyer - Clemens.
Hoosier School Boy - Johnston.
Solomon Crow's Christmas Pockets - Stuart.

Three Colonial Boys - Tomlinson.
Three Young Continentals - Tomlinson.
Little Country Girl - Woolsey.

Grade VIII.

Things a Boy should know about Electricity - St. John.
On the Road with a Circus - Thompson.
Blue Jackets of '98 - Abbott.
Two years before the Mast - Dana.
Camps in the Rockies - Grohman.
Ranch Life and the Hunting Trail - Roosevelt.
Colonel's Opera Cloak - Brush.
Those Dale Girls - Carruth.
Last of the Mohicans - Cooper.
The Spy - Cooper.
Fast Mail - Drysdale.
Young Supercargo - Brysdale.
Following the Ball - Dudley.
In the Line - Dudley.
Baby Elton, Quarter - Back - Quick.
Jack Balluster's Fortune - Pyle.
Lovey Mary - Rice.
Mrs. Wiggs of the Cabbage Patch - Riggs.
Polly Oliver's Problem - Riggs.
Rebecca of Sunnybrook Farm - Riggs.
Story of Patsy - Wiggin.
Timoth'y Quest - Wiggin.
Kidnapped - Srevenson.
Uncle Tom's Cabin - Stowe.
When Patty Went to College - Webster.
Widow O'Callaghan's Boys - Zollinger.

The report of the Committee of Ten has been accepted by many of the best schools as the most promising solution offered to the perplexing problem of secondary education. Dr. Nicholas Murray Butler was chairman of the committee. Under the direction of this Committee a special committee of fifteen was organized with Professor F. H. Stoddard (N.Y.Univ.) at its head which sent out a list of forty-four books to the leading school-masters, and teachers of English in the colleges, with ten requests, one of which was as follows:

Please mark with an x the books in the list desitable, with XX those especially desirable, with O those unsatisfactory and with oo those especially unsatisfactory. The following is

a summary of the replies:-

1. Abbott, The
2. American Scholar,
3. Ancient Mariner,
4. As you like it,
5. Corners.
6. Courtship of Miles Standish,
7. David Copperfield,
8. Essay on Burns.
9. Essays on Milton and Addison,
10. Evangeline,
11. First Bunker Hill Oration,
12. Flight of a Tartar Tribe,
13. History of the Plague,
14. House of the Seven Gables,
15. Pope's Iliad,
16. Il Pensero so,
17. Ivanhoe,
18. Julius Caesar,
19. Lady of the Lake,
20. L'Allegro,
21. Last of the Mohicans,
22. Life of Nelson,
23. Life of Samuel Johnson,
24. Lycidas,
25. Macbeth,
26. Marmion,
27. Merchant of Venice,
28. Midsummer's Night's Dream,
29. Solamon and Arcite,
30. Paradise Lost Books I and II,
31. Princess,
32. Second Essay on Chatham,
33. Spitch Book,
34. Silas Marmer,
35. Sir RogerdeCoverly Papers,
36. Schrab and Rustum,
37. Conciliation with Amer,
38. Tales of a Traveller,
39. Twelfth Night,
40. Twice Told Tales,
41. Vicar of Wakefield,
42. Vision of Sir Launfal,
43. Woodstock.

Excellent work is being done in many of the schools to interest children in good literature. I had the good fortune to hear Miss Florence Holbrook discuss the reading and the methods of the Forrestville School in Chicago of which she is the head. In the First Grade, the children read, The Hiawatha Primer and Mother Goose. The teacher tells stories of Greek Myths and reads

fairy stories to them. In the Second Grade, the children dramatize Hiawatha, and read in class "The Book of Nature Myths" (Holbrook) and Fifty Famous stories Retold (Baldwin). The teacher tells and reads the Greek myth stories and Fairy stories as in the first grade. In the Third Grade, the children read Hiawatha as written by Longfellow, Arabian Nights, Macbeth and Round the Year in Myth and Song. The teacher reads "continued" stories and stories of adventure. In the Fourth Grade, the pupils read, "The Heroes of Asgard, The Northland Heroes (Florence Holbrook) and Midsummer's Night's Dream (Chas. Lamb Tales). The English teacher continues reading as in Third Grade. In the Fifth Grade the pupils read: The Tempest (Chas. Lamb's Tales), The Story of the Iliad (Church) and the children dramatize it, Comus (Hilton) and the English teacher reads stories based on the Niebelunglied, and hero stories.

In the Sixth Grade, the pupils read, Julius Caesar, The Odyssey (which they dramatize) and Merchant of Venice, all Three Lamb's Tales of Shakespeare. The English teacher reads Roman Lyrics to the pupils and they read this year (1907-1908) for outside, The Pet Lamb, The Daffodils, Poor Susan and a few others by Wordsworth to show the author's simplicity and beauty of description as well as the tender sentiment of the poems, all of which they try to reproduce in their composition work. The Grandmother's Story, How the Old Horse won the Bet, the Deacon's Masterpiece, The Broomstick Train, - by Oliver W. Holmes, read in order to learn how to tell a story well, and, The Last Leaf, Old Ironsides, The Chambered Nautilus, by the same author - for Beauty and sentiment. She also read, Burns' short Poems, Bruce's Address at Bannockburn, To a Mouse, After Water, to develop imagination by picturing the poem. They read the longer poems, such as, Evangeline, by Longfellow; Enoch Arden, by Tennyson;

Lays of Ancient Rome, by Macauley; Snowbound, by Whittier, and Prisoner of Chillon, by Byron. For the outside reading a monthly report is required by the children and they actually read nearly all on the list. Seventh Grade, the pupils read, Macbeth, Pandora, Antigone, As you like, All's Lamb's Tales, and Dramatize Robin Hood, and the Wagner stories. The English teacher read, "Treasure Island", by R.L. Stevenson. Sohrab and Rustum was read for class work 1908. It appeals to the children and is good for composition, because of its narrative and description. The Holy Grail, by Tennyson, and The Vision of Sir Launfal, by Lowell for word pictures, character sketches, and ethical lessons are without equal in this grade. "The Cloud", by Shelley is read for its beauty of description, as is "The Shylark", -Wordsworth. The children then write original papers on nature subjects and later original poems. Rip VanWinkle and Legend of Sleepy Hollow, by Irving, were read at the close of the year for their beautiful prose description. Stories by standard authors are recommended and at present the Biography of scientists, composers, artists, are arranged for Outside reading. Reviews are required once a month

In the Eighth Grade, the children read, Hamlet (Lamb's Tales), Comedy of Errors (same), and selections from Emerson. They dramatize "King Arthur", and the English Teacher reads poems by Field and Poe, the "Heroe Riel" and "Evelyn Hope" by Browning, also, How They Brought the Good News from Ghant to Aix, An Incident of the French Camp, and The Boy and the Angel. For narrative work, they read, Silas Marner (Eliot) which is an intensive study. Last of all they read "Saul" for dramatic interpretation. Stories and biographies of great rulers, warriors, statesmen, and explorers, with reports, constitute the Outside reading.

Beside conducting the regular class work the English teacher visits each room once a week or oftener when she reads or gives out references for the children's reading. The work of dramatization is carried on throughout the grades, and Miss Holbrook considers it of very great importance in the teaching of literature. It creates a lively interest and the children seem a part of what they read. It is essential that the best must be had in the first grade so that more effective and more advanced work can be accomplished in the upper grades. These children illustrate all their composition work, which is largely reproducing in their own words the things they have read and it is marvelous to me the excellent drawings and well-written compositions they compose. Miss Holbrook in her methods in the Forrestville school has proved that the best literature is the best suited for children. The child becomes acquainted with the great masters and is the greater man, the greater woman, for having had such companions. Appeal to the best in the child, to the ideal and the standard of ideals will rise with the result that better, nobler men and women will occupy the high positions of trust in the world. There are two criticisms I should offer to Miss Holbrook's system, first the use of "Macbeth" in the lower grades. I have heard her say that she does not think the moral influence of the play bad, on the contrary she gave this illustration; the father of one of the boys in the third grade committed suicide and she (Miss Holbrook) believed that because of the class having read "Macbeth" shortly beforehand that the son was better able to 'bear up' under the trouble and that she herself was able to talk to him and point out the wrong of suicide as she could not have done previous to his reading of "Macbeth". I cannot believe myself that the reading

of "Macbeth" is helpful to young people of immature years. She spoke of having used "Hamlet" in the eighth grade and said that the children did not think of the immoral side of it. The beautiful thoughts and passages were the ones emphasized. This is probable, but not so "Macbeth" which is saturated with evil and crime. Second, her reading tends toward the ideal with no attention to the practical. The ideal always has its place and is valuable in education but the practical must also have an important place. With these exceptions I think this system is admirable, for the children come into contact and close relationship with the highest, the purest of literature from the moral, aesthetic, as well as the best in form and composition.

The reading accomplished by the high schools in the City of New York is well worth mention. The books prescribed by the Board of Superintendents of that city "are selected from those specified in the uniform requirements recommended by a conference composed of delegates from the four associations of colleges and preparatory schools in New England, the Middle States, the North Central States, and the South." The Board states that, "It is expected, however, that each school will add to this list as many books as can be read to advantage in the time devoted to English... It should be remembered that a few books well read have much greater educational value than many books read superficially, and yet that a work studied too long or too minutely dulls the student's interest and thereby impairs his power to prosecute the study of literature with pleasure and profit."

"In order to encourage the habit of reading good books, carefully selected lists should be prepared to guide students in supplementary reading. These should illustrate some principles of

selection. They should be chosen for example because of their direct appeal to the interests of the student; or because of their relation to some literary type or period; or because of their value in connection with some special phase of work in composition." The student should become familiar with the literary epochs and types, and his reading should be of benefit along this line. The general course for reading recommended by this board is given below as follows.

First Year.

First Half.

Literature

Books should be selected, first of all, for their wholesome interest to boys and girls. They should be chosen, also, with a view to multiply the student's interests and thus prepare him to read other books to advantage. Some, for example, may treat of chivalry, some of romance, others of history, and still others of the classic myths and mediaeval legends.

Required for reading: One from each of the following groups:

1. Byron: The Prisoner of Chillon; Mazeppa-Coleridge; The Ancient Mariner-Macaulay: Lays of Ancient Rome - Lowell: The Vision of Sir Launfal.
2. Scott: Ivanhoe - Dickens: The Tale of Two Cities - Gaskell: Cranford

Suggested: Narratives in both prose and verse by various authors (for example, Scott, Cooper, Hawthorne, Longfellow, Whittier, Stevenson and Kipling) and a good translation of the Iliad or the Odyssey.

First Year

Second Half.

Literature

Required for reading: One from each of the following groups:

1. Emerson: Selected essays

Irving: Sketch Book

Lamb - Essays of Elia.

11. Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Herve Riel, Pheidippides.

Tennyson: Gareth and Lynett, Lancelot and Elaine, The Passing of Arthur.

Palgrave: Golden Treasury (First Series) Book IV, with special attention to Wordsworth, Keats and Shelley.

Suggested: Descriptive literature by various authors (for example, Hawthorne, Lowell, Gray, Goldsmith, Poe, Blackmore, Burroughs and Irving.)

Second Year

First Half.

Literature

Required for reading: One from each of the following groups:

1. The Sir Roger de Coverly Papers in the Spectator.

Bunyan - The Pilgrim's Progress, Part 1.

Franklin: Autobiography;

11. Shakspere: As you like it.

Shakspere: The Merchant of Venice.

Shakspere: Twelfth Night.

Second Year

Second Half

Literature:

Required for reading: One from each of the following groups:

1. George Eliot: Silas Marner

Goldsmith: The Vicar of Wakefield

Hawthorne: The House of the Seven Gables.

11. Goldsmith: The Deserted Village ,

Palgrave: Golden Treasury (First Series)

Books 11 and 11, with special attention to
Dryden , Collins, Gray , Cowper and Burns .

Pope: The Rape of the Lock.

Third Year

First Half

Literature

Required for reading: One from each of the following groups:

1. DeQuincey: Joan of Arc and the English Mail Coach

Bacon: Essays

Ruskin: Seasame and Lillies .

11. Shakspere: Henry V .

Shakspere: Julius Caesar .

Third Year

Second Half'

Literature

A review of the books read in the preceding terms ,with
some attention to the literary history of the epochs which they [42]

represent.

Fourth Year

First Half.

Literature

Required for Study:

Burke: Speech on Conciliation with America or Washington's Farewell Address, and Webster's First Bunker Hill Oration:

Shakspere: Macbeth.

Fourth Year

Second Half

Literature

Required for Study:

Milton - Minor Poems

Macaulay: Life of Johnson or

Carlyle - Essay on Burns

The following books are those prescribed for Reading, study and practice by the C. E. E. B. for classes graduating in 1901-1910 and 1911.

Books prescribed for Reading and Practice.

Group I. (two to be selected;)

Shakspere's As you Like it, Henry V., Julius Caesar, The Merchant of Venice, Twelfth Night.

Group II. (one to be selected;)

Bacon's Essays: Bunyan's The Pilgrim's Progress, Part I; The Sir Roger de Coverly Papers in the Spectator; Franklin's Auto-biography.

Group III. (one to be selected):

Chaucer's Prologue; selections from Spencer's Faerie Queene; Pope's The Rape of the Lock; Goldsmith's The Deserted Village; Palgrave's Golden Treasury (First series) Books II and III with especial attention to Dryden, Collins, Gray, Cowper and Burns.

Group 4. (two to be selected):

Goldsmith's The Vicar of Wakefield; Scott's Ivanhoe; Quentin Durward; Hawthorne's The House of the Seven Gables; Thackeray's Henry Esmond; Mrs. Caskell's Cranford; Dickens' A Tale of Two Cities; George Eliot's Silas Marner; Blackmore's Lorna Doone.

Group 5. (two to be selected):

Irving's Sketch Book; Lamb's Essays of Elia; DeQuincy's Joan of Arc and The English Mail Coach; Carlyle's Heroes and Hero Worship; Emerson's Essays (selected); Ruskin's Seaside and Lillies.

Group 6. (two to be selected):

Coleridge's The Ancient Mariner; Scott's The Lads of the Lake; Byron's Mazeppa and The Prisoner of Chilon; Palgrave's Golden Treasury (first series), Book IV. with special attention to Wordsworth, Keats and Shelley; Macaulay's Lays of Ancient Rome; Poe's Poems; Lowell's The Vision of Sir Launfal; Arnold's Schrab and Rustum; Longfellow's, The Courtship of Miles Standish; Tennyson's, Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad and Home Thoughts from the Sea, Incident of the French Camp, The boy and the Angel, One Word More, Herve Riel, Pheidippides.

For Study and Practice.

Shakspere's, Macbeth; Milton's, Lycidas, Comus,

L'Allegro, and II Penseroso; Burke's Speech on Conciliation with America or Washington's Farewell Address, and Webster's First Bunker Hill Oration; Macaulay's Life of Johnson, or Carlyle's Essay on Burns.

This is a splendid outline for High School students and there is little if anything to criticise in it. Perhaps some of the legends might be added such as the Niebelungen Lied and the Chanson de Geste.

The books recommended by Dr. G. Stanley Hall, President of Clark University, a profound student of adolescence, is given as follows:

Le Cid, Orlando, Isolde, Parsifal, Gawain, Tristram, Geraint, Siegfried (Tales of the Heroic Age; Siegfried and Beowulf" by Zenaide A. Ragozin is the best), Brunhilde, Sir Galahad, Tannhauser, Literature of Arthuriad and the Sangrail, Eugene Aram, Elsie Venner by O. W. Holmes, Life of Jesus by Keim (that by Tissot is reliable also), the Niebelungen Lied (Teuton Mythology which runs back to the Gods of Asgard) and many stories based upon it, the Bible (selected parts) Lohengrin, Robin Hood, Beowulf (of Siegfried) Lancelot, Captain Kidd, Dick Turpin, and Jack Sheppard. The last three mentioned books one will readily see are especially adapted to the *Wanderlust*. The rest, however, all point to the hero, to the great folk-songs and folk-tales of the different nations: each contains some worthy hero whom it would be well to follow in his best points. "Elsie Venner" does not come under this heading. It is a novel based upon metaphysical conditions. It is a well written book, a wonderfully conceived plan, but I wonder a little at Dr. Hall's placing it among the books for students of the high school to read. It is true that one truth gained from

it is that the sins of the father are visited upon the child, but immorality is that sin.

Dr. Hall has selected nothing from the literature of the present day. This does not imply that good material is not written in our day but rather the fact that it has not stood the test of time, that it is not universal in its appeal to the human nature; or it may be that no great masterpiece such as the Niebelungen Lied, Tannhauser, and so forth, has been written in the present time. There are many poems which should be brought to one's notice, those of Bret Harte and Field for example and some stories such as those of Miss Laura E. Richards, Mrs. K. D. Wiggin Riggs, Mrs. Mary E. W. Freeman, Miss Jewett and others. Much of the material to-day is local, not universal, and for this reason it will not stand the test of time. In order to be universal, it must appeal fundamentally to human nature; it cannot be written simply for a class or for people in one part of a country. We have few legendary or hero tales of to-day and these appeal to all men. While there are stories, poems and other good modern literature, there is a great deal that does not mean much. Many authors of to-day write for the pecuniary value and seemingly forget that they are sending imperfect material into the world for young people to read. In many instances the moral tone is not uplifting, but quite the reverse. This is not true of all by any means and wholesome, helpful literature of to-day awaits the reading.

In the selection of reading the teacher and the parent must first study the child, must become acquainted with the child's life, must really be a part of it. They must strive for perfect physical health; they must watch carefully the emotional nature of the child; and they must know the child's ideas and ideals from

the beginning before the proper selection of reading material can be procured for him. Furthermore, they should follow the natural tendencies of the child to a certain extent, select the kind of reading he likes provided that it is the best to be had upon the subject. Yet the child should not be allowed to read along one line to the exclusion of others - narrowness rather than the broader, fuller view of life and things would result. If we are to cultivate a taste for good reading among the masses of the people, the work must start at the beginning of the child's reading, before he has formed a taste for poor and vicious books. A right start may be his salvation. Environment is a curse or a blessing and those who guard and guide the little one can make the latter possible in almost every case. Give him the best there is, whether it be books or other things and at least better men and women will live in the world. If a child does what he likes to do he will progress more easily and more rapidly than if he is made to do what he dislikes. The religious, moral and aesthetic training ought to be merely suggestive until the adolescent years; a child should not be made over-sensitive. The crave for wandering in the adolescent youth should have some wholesome outlet; a child's love of home should be increased by making the home beautiful, uplifting, harmonious as to decorations, pictures and the life of its members. Each child should have a place of his own in the home and in the affection of the loved ones. The love for nature should be encouraged; the proper self-respect free from egotism should be his possession.

Imagination is the beginning of everything man accomplishes, for if he did not conceive in his mind no physical efforts would result. Mythology is the history of peoples of

different tribes and under mythology we have myth tales, fairy tales and fables. Without the two former imagination would not exist and the world would be at a standstill. History and stories of adventure tell of noble men and women who have become worthy examples. Romantic fiction and love stories have their place and poetry appeals to all stages of development. The literature of the present day has not had the opportunity to stand the test of time as have the classics, yet some of it is excellent. The child must love literature if it is to benefit him materially and the end of education is the creating of a permanent interest. "No greater (No. 76) good fortune can befall a child than to be born into a home where the best books are read, the best music interpreted, the best talk enjoyed; for in these privileges the richest educational opportunities are supplied... but the atmosphere of such a home envelopes him in the most receptive years; his imagination is arrested by pictures, sounds, images, facts, which fall into it like seeds into a quick soil; his memory is stored without conscious effort." "Literature, my dear son" says the old man to Paul when Virginia was in France (in "Paul and Virginia") "is the gift of Heaven, a ray of that wisdom by which the universe is governed, and which man inspired by a celestial intelligence, has drawn down to earth..... By its means we are enabled to bring around us all things, all places, all men and all times. It assists us to regulate our manners and our life... Literature is a daughter of Heaven who has descended upon earth to soften and to charm away all the evils of the human race."

There can be no rigid classification of the literature for the graded schools and the high school and possibly fortunately

so. Some children are advanced for their years, others are sluggish, therefore it is the average child for which such a list should be given. Again certain books will appear in more than grade for they are good books and if not read in one, might or should be in the next, or the subject should be commenced in one grade and finished in the next. Then, too, some of the stories have been rewritten in suitable form for the younger children. Occasionally more than one author of the same story or collection of stories is acceptable. This will explain the repetition of titles in my lists. I have endeavored to give my classification under distinct headings and these will in a measure show the special interests to which they appeal. I have not mentioned all of the good books which have been written but have been guided somewhat by the classification made from the following city and high schools: Chicago, New York City, Philadelphia, Boston, Cleveland, Cincinnati, New Orleans, Los Angeles, Seattle, New Haven, Milwaukee, Nashville, Tennessee, Minneapolis, and the State system of Colorado. I now hereunto attach and make a part of this thesis, the list I have prepared:

Poetry

FIRST GRADE.		Author.
	Title of Book.	
	A Child's Garden of Verses.	Stevenson, R.L.
	Child Life	Whittier, J.G.
	Curly Locks,	Riley, J.W.
	Good Night Poetry.	Compiled by
	Graded Poetry I & II	Gilbert, W.E.
	Land of Song I.	Selections.
	Little Robin Red Breast,	Selections.
	Nature in Verse.	Allingram, William,
	Nursery Rhyme Book.	Lovejoy.
	Poems,	Lang, Andrew.
	Poetry for Children,	Field, Eugene,
	Suggestive Poems,	Elliot.
	Sweet and Low	Beston.
	Verse and Prose for Beginners	Tennyson, Alfred.
	in Reading.	
	Wordsworth's Poems.	Scudder, H.E.
		Astor's Edition.

II. Prose.

1.	Fables	Cinderella	Mullock, D.M.
	Fairy-Folk		{Lang.A.)
	& Myth Tales	Fairy Tales,	Anderson, H.C.
		Fairy Tales,	Grimm.
		Fables,	Aesop.
		Table and Folk stories	Scudder, H.E.
		Folk Lore Primer	
		Jack and the Bean Stock	
			Mullock, D.M. or
		Hop o'my Thumb	Lang. A.
		Little Red Ridinghood,	" "
			Mullock, D.M. or
		Norse Stories	Lang.A.
		Old Greek Stories	Gudreen
		Old Time Stories	Baldwin, J.M.
		Stories of Old Greece	Smythe,
		Tanglewood Tales	Firth.
		The Owl and the Pussy Cat.	Hawthorne.
			Lear, Edward.
2.	Nature Stories.	Billy Trill (canary)	Jackson, H.H.
		Cat Stories	
		First Year Nature Reader	
		Nature.	
		Nature Myths and Stories,	Cooke, Flora,
		Tale of Peter Rabbit,	Potter, Beatrix,
		Tale of Benjamin Bunny,	
		and others,	Potter, Beatrix,
		Tale of Thomas Kitten	Potter, Beatrix,
		Three Bears,	Gould or Lang.A.
3.	Pictures.	Art Literature Reader I.	Grover.
		Goody Two Shoes-Picture Book.	
		Sunbonnet Baby's Primer.	Grover.

Prose.	FIRST GRADE. Title of Book .	Author.
4. Miscellaneous.	Boy Blue and His Friends. Eugene Field Reader (fine) Five Minute Stories Graded Literature I & II. Hawthorne Reader I & II. Heart of Oak , Series I & II. Hiawatha Primer. In the Child's World Jungle Book Just So Stories Kindergarten Stories. Lulu's Library. Mother Goose (Rhyme & Jingles).	Blaudell, E.A. & W.S., Richards, Laura E. (Selections). (Selections). (Selections) Hale, S.J. Holbrook Poulson. Kipling, Redyard Kipling, Rudyard Wiltse. Alcott, Louisa M.

5. Miscellaneous.	Six Nursery Classics, Story Hour Story of Patsy. (Humor and Pathos) The World and Its People Wagner Story Book , The	O'Shea, M.V. Wigg in and Smith. Wiggin, Kate D. (Selections). Frost?W.H.
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The stories should be told rather than read to the children.

SECOND GRADE.

I Poetry.

A Child's Garden of Verses Child Life, English Cradle Songs	Stevenson, R.L. Whittier, J.G. Wellwood, S., Compiled by, (Selections). Longfellow, H.W.
Graded Poetry I & II. Hiawatha (Selections) Land of Song II. Little Jack Frost, Poems, Poems, What the Winds Bring, Where Did You Come From Bay Dear	Winter, Fields, Eugene, Cary, Phoebe, Stedman, McDonald.

II Prose.

1. Fables, Fairy-folk and Myth Tales.	Bag of Winds. Classic Myths. Fables Fairy Stories and Fables, Fairy Tales (Swedish) Fairy Tales, (German) Folk Lore Reader I and II. Norse Stories	McMurray. Aesop, Baldwin, J.M. Anderson, H.C.) Grimm (Selected). Gudreen
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SECOND GRADE.

II Prose (Cont.)	Title of Book	Author.
	Old Greek Stories	Baldwin, J.M.
	Old Time Stories	Smythe
	Old Wonder Stories	O'Shea, M.V.
	Stories of Old Greece,	Firth,
	Tales of Mother Goose	Perraulte-Welch.
	Tanglewood Tales,	Hawthorne,
	The Fairy Reader	Grimm.
	The Only True Mother Goose.	
2. Nature		
Stories.	Among the Meadow People.	Pierson.
	Bee People	Morley.
	Birds and Bees	Burroughs,
	Brer Rabbit	Harris, J.F.
	Cats and Dogs,	Johnson
	Cat Stories,	Jackson, H.H.,
	Citizen Bird,	Wright,
	Cousin Books (Children of different countries)	
	Familiar Features of The Roadside	Wade.
	First and Second Book of Birds,	
	History of Whittington and other stories.	Mathew.
	Jack the Giant Killer and other stories	
	Little Folks of Many Lands	Miller,
	Little Mr. Thimblefinger	Lang, Andrew,
	Little Red Ridinghood and other stories	Lang, A.,
	Mr. Cheepees and Miss Jenny,	Chance,
	Mr. Rabbit at Home	Harris, J.C.
	My Garden Pets,	
	Sharp Eyes,	Lang, A.,
	Sleeping Beauty in the Wood and other stories,	Biznell, (Harris, J.C.
	Tenants of an Old Farm	Gibson, Gibson, Lang, A.,
		McCock.
3. Pictures.	Art Literature Reader II	Grover.
4. History.	Stories of Colonial Children	
	Stories of Great Americans,	Pratt, Eggleston, Edward,
5. Miscellan-		
ous.	Birds Christmas Carol, The, (Humor and Pathos)	Wiggin, K.D., Baldwin,
	Child Life Series.	
	Cyr. Readers (Adv. First Reader)	Jones.

SECOND GRADE (Cont.)

II Prose (Cont.) Title of Book Author.

Goody Two Shoes,	Goldsmith, O.
Graded Literature I and II.	Selections.
Heart of Oak Vol. II	Selections, -Hale, S.J.
Jungle Book (Adventure)	Kipling, R.,
Just So Stories	Kipling, R.,
Land of Song I & II.	Selections
Mr. Stubbs Brother (Humor)	Kaler,
Peterkin Papers (Humor)	Hale,
Stepping Stones to Literature	Selections,
Stories for Children,	Lane,
Stories for Young Children,	Turner,
The Little Colonel Series	Johnston, A.F.,
The Pied Piper,	Baldwin, J.M.
Toby Tyler,	Kaler,
Free Dwellers,	Wake Robin Series I
Uncle Remus Stories (Humor)	Harris, J.C.,
Wyat Katy Did (Series)	Coolidge, Susan,
When Mother Was a Girl	White,
When Molly Was Six	White,
Wide Awake Series,	Silver-Burdett,

6. Special

Writers
for
Girls.

Johnston, Annie Fellows,
Deland, Margaret,
Means, L.T.,
Bay, Anna Chapin,
Yechter, Barbara,

7. Special

Writers
for
Boys.

Dudley,
Munroe, Kirk,
Stoddard, W.O.,
Thomlinson,

Stories should be told by teacher of great men
and Women.

THIRD GRADE.

I. Poetry.

A Child's Garden of Verses,	Stevenson, R.L.
English Cradle Songs,	Wellwood, S., Compiled by,
Hiawatha (original)	Longfellow, H.W.,
Nature in Verse,	Lovejoy,
Poems,	Cary, Phoebe,
Poetry of the Seasons,	Lovejoy,
Thanksgiving Day,	Whittier, J.G.,
The Bugle Song,	Tennyson,
The Eugene Field Book,	
The Rainy Day	Longfellow, H.W.,
The Village Blacksmith,	Longfellow, H.W.,

THIRD GRADE.

II. Prose. Title of Book Author.

1. Fables, Aladdin, Fairy- Book of Legends, Folk and Fairy Tales Every Child Myth Tales.	Should Know, Grimm's Best Stories	Scudder, H.E., (Standard Lit. series) Univ. Pub.
	Hans Andersen's Best Stories	(Standard Lit. Series) Co. Chicago.
	Indian Legends, Nature, Myth and Story, Prometheus Round the Year in Myth and Song.	In Totum Tales, Thompson, Baldwin, J.M.,
	Stories of Indian Chieftains Stories of Indian Children, Stories of Old Greece, Story of Ulysses, The Iron Star (From Myth to History)	Husted, M.H. Husted, M.H., Firth, Cock,
	Thesus	True.
	True Fairy Stories,	Baldwin, J.M. Blakewell,

2. Nature

Stories. Animals at home	Barlette
Beautiful Joe,	Sanders,
Beauty and the Beast,	Crane, Walter,
Black Beauty,	Sewell, Anna
Big People and Little People, of Other Lands (Travel)	
Boys of Other Countries (Travel)	Shaw, Edward,
Friends in Feathers and Fur.	Taylor, Bayard,
Nature Myths,	Johennot, J.,
Pets and Companions,	Holbrook,
Story of a Donkey	Stickney,
Stories of Country Life,	Segur,
Stories of Humble Friends,	Bradish,
Stories of Woods and Fields,	Pyle,
The Owl and the Pussy Cat	Brown,
	(Graded Memory selections)

3. Pictures.

Art Literature Reader III.	Grover.
Graded Art Reader II	Cyr.
Stories of Famous Pictures.	Powers.

4. History.

Stories of Colonial Children, stories of Great Men, Story of Lincoln, True Story of George Washington.	Pratt, Mulock, D.M., Cravens,
	Brooks, E.S.

THIRD GRADE. (Cont.)

II. Prose.	Title of Book	Author.
	The teacher should read continued stories and often stories of adventure.	
a.	Illustrated by Chas. Robinson.	
5. Bible.		
	Favorite Bible Stories,	Thomas Nelson and Sons
	Old Stories of the East	Baldwin, J.M.
	Story of the Bible,	Chat. Foster,
	Three Children of Galilee	Gordon, John
6. Adventure.		
	Adventures of a Brownie,	Mulock, D.M.
	Stories of American Life and Adventure.	
	Robinson Crusoe,	Eggerton, Edward,
	Swiss Family Robinson,	Defoe, Daniel, Godolphin.
7. Travel.		
	Cf. Nature stories (2)	
	Around the World, Bk. I, II, and III Selections.	Carroll, C.F.,
	The World and Its People, Bks. I, II, III and IV.	Selections.
	Two Little Pilgrim's Progress-Burnett, F.H.,	
8. Miscellaneous.		
	Arabian Nights,	Hale, E.E.,
	Aqua	Wiggin, Kate D.,
	Aunt Jo's Scrap Bag (Humor)	Alcott, Louisa M.,
	Buzz...	Noel, Maurice,
	Child Life in Prose and Poetry-Whittier	
	Child Life Reader II, III, IV.	Selections.
	Children of the Cold	Schwatka, Frederick (good)
	Each and All	Andrews, Jane,
	Editha's Burglar, (Humor)	Burnett, F.H.
	Fifty Famous Stories Retold,	Baldwin, J.M.,
	Five Little Peppers and How They Grew, Series,-	Sydney, Margaret,
	Graded Literature II-III	
	Hawthorne Readers II-II	Selections.
	Heart of Oak Series, I, II, III and IV.	Selections.
	Lulu's Library (3 Vols.)	
	(Humor)	Alcott, Louisa M.,
	Mother Stories,	Lindsay, Maud,
	Mother Stories,	Richards, Laura E., Ed. by,
	Red Riding Hood, etc.	Crane, Walter,
	Santa Clark on a Lark,	Gladden, Washington,
	Stepping Stones to Litera- ture II & III.	
	Stories for Young Children,	Turner,

THIRD GRADE. (Cont.)

II Prose.	Title of Book	Author.
	The last of the Peterkins,	Hale, L.P.,
	The Little Lame Prince,	Craik,
	The Peterkin Papers,	Hale, L.P.,
	Three Years With the Pets,	
	Through the Year 1, II	Clyde and Wallace.
	The Silver Crown,	Richards, Laura E.,
	The Story Hour	Wiggin and Smith,
	The True Story Book,	Lang, Andrew,
	Twilight Stories,	Noyes,
	Young Folks Library,	Aldrich, T.B.,
	Wake Robin II.	

FOURTH GRADE.

I. Poetry.

Hiawatha,	Longfellow,
Nature in Verse,	Lovejoy,
My Native Land,	
Poems,	Wilcox, Ella W.,
Poetry for Children,	Elliot,
Poetry of the Seasons,	Lovejoy,
Ring Out Wild Bells,	Tennyson,
The Brook,	Tennyson,
The Children's Hour,	Longfellow,
The Pilgrim Fathers,	Hemans,
Three Years with the Poets,	

II. Prose.

1. Fables,	Alice in Wonderland,	Carroll or Carroll-
Fairy-		Milner,
Folk and Book of Legends,		Scudder, H.E.,
Myth	Classic Myths,	Judd,
Tales.	Fanciful Tales,	Stockton, F.R.,
	Fairy Tales Every Child	
	Should Know,	Mabie, H.W.,
	Folk Tales from the Russian	U.X.K. de Blumenthal
	Hector and Achilles,	Gale,
	Heroes of Myth,	Price and Gilbert,
	Japanese Fairy Tales,	
	(1st. Series)	Williston,
	Loh-Lie -by-the-Fire.	
	The Brownie and Other Stories	Ewing,
	(Humor)	
	Nuremburg Stove,	Ouida,
	Old Greek Folk Stories,	
	Told Anew	Peabody,
	Old Indian Legends,	Qitkala-Sa
	Stories of Long Ago	Kupper,
	Swedish Fairy Tales,	Wahlenberg,
	Tanglewood Tales,	Hawthorne, N.
	The Golden Fleece,	Baldwin, J.M.
	The Heroes of Asgard,	
	The Northland Heroes	Holbrook, Florence,
	Wonder Book,	Hawthorne, N.

FOURTH GRADE. (Cont.)

II. Prose.	Title of Book	Author.
2. Nature		
Stories,	Animals at Home	Bartlett,
	Black Beauty,	Bewell, Anna,
	Cat Stories,	John Bennett,
	Dog of Flanders	Onida,
	Johnny Bear,	Ernest Seton-Thompson
	Mr. Rabbit at Home (Has a Sequel) (Humor)	Harris, J.C.
	Nine Little Goslings	Coolidge, Susan,
	Our Feathered Friends	Grinnel,
	Story of Brave Dogs, (Adventure)	Jamison, Mrs. C.V.,
	Story of a Cat	Bedolloere, Emile de La trans. by Aldrich, T B.
	Stories of Good Green Wood	Hawkes,
	Stories and Tales from the Animal World	Greenleaf,
	Stories of Starland,	Pratt,
	The Little Foresters,	Hawkes,
3. Pictures.		
	Art Literature Reader IV.	Grover,
	Child Stories from the Masters,	Nenefee,
	Graded Art Reader III	Cyr.,
	Stories of Great Artists,	Horne and Scohey.
4. History.		
	America's Story for America's Children,	Pratt.
	DeSoto, Marquette and LaSalle,	Pratt,
	First Book of American History-Eggleston, Edward	
	Four Great Americans,	Baldwin, J.M.,
	Glimpses of Pioneer Life	Livingston,
	Life of Washington,	Pollard, Josephine,
	Pioneers of the Rocky Mountains and the West-	McMurray,
	Pioneer History Stories of the Mississippi Valley,	McMurray,
	Stories of American History	Dodge, N.S.,
	Stories of the Boyhood of Famous Americans,	Tomlinson,
	Stories of Colonial Children,	Pratt,
	Stories of Colonial Days,	Tomlinson,
	Stories of Great Americans, for Little Americans,	Eggleston, Edward, Mulock, D.M.,
	Stories of Great Men,	Pratt,
	Stories of Illinois,	Bass,
	Stories of Pioneer Life,	Tomlinson,
	Stories of the Revolution	Tomlinson
	Stories of the War of 1812,	Pratt,
	The Great West	

FOURTH GRADE.

II. Prose.	Title of Book	Author.
5. Bible.	Old Stories of the East, Story of the Bible,	Baldwin, J.M., Foster, Chas.,
6. Stories of Heroes and ad- venture.	Jungle Book Life savers, Robinson Crusoe, Some Merry Adventures of Robin Hood, etc. Stories of American Life and Adventure. Story of the Nibelungen Lied Two Arrows, Viking Tales, Wandering Heroes,	Kipling, R., Otis, James, Defoe, Daniel (Lambert's Ed.) Pyle.
7. Travel	Compare Third Grade.	
8. Drama	Tales from Shakespeare Selections	Eggleston, Edward, Schottenfels W.O. Stoddard, Hall, Jennie, Price and Gilbert
9. Stories of Invention.	Stories of Great Inventors.	Macomber
10. Miscel- laneous.	A Boy on a Farm. Arabian Nights, A Round Dozen, Bird's Christmas Carol. (Humor and Pathos) Brer Rabbit (Humor) Child Life in Poetry and Prose. Cross Patch and other stories Eugene Field Book, Fifty Famous Stories, Heart of Oak, series IV. Hiede (German Story) Jackanapes, Jolly Good Time Series, Juan and Juanita, Little Lord Fauntleroy, Little Nell, Little Saint Elizabeth, Mischief's Thanksgiving, Mr. Rabbit at Home (and Sequel) Mrs. Stubb's Brother, Play Days,	Abbott, Johnson, Hale, E.E., Coolidge, Susan, Wiggin, K.D. Harris, J.C. Whittier, J.G. Coolidge, Susan, Burt and Cable, Baldwin, J.M. Spyri. Ewing, Smith, M.P.W., Baylor, F.O., Burnett, F.H., Dickens, Chas. Burnett, F.H., Coolidge, Susan, Harris, J.C. Otis, James, Jewett, S.O.,

FOURTH GRADE.

II. Prose.	Title of Book	Author.
	Pussy Willow Stories	
	Sara Crew	Burnett, F.H.
	Santral and His Companions, Steinway Stories to Literature	DeLaMotte, Foque, IV.
	Stories of Great Musicians, The Five Little Peppers (series)	Horne and Seelye, Sydney, Margaret,
	Things Will Take a Turn, The Lonesomest Doll.	Haradan,
	The joyous Story of Toto	Brown, A.F.,
	The King of the Golden River	Richards, Laura E.,
	The Last of the Peterkins,	Ruskin,
	The Little Lame Prince,	Hale, L.P.
	Ting-a-Ling Tales	Mulock, D.M.
	Toto's Merry Winter	Stockton, F.R.,
	Toby Tyler	Richards, Laura E.,
	The Peterkin Papers,	Otis James,
	The Pot of Gold,	Hale, L.P.,
	The Story Hour	Wiggin, K.D.,
	The True Story Book	Wiggin and Smith
	Water Babies,	Lang, Andrew,
	William Henry and His Friends	Kingsley, Chas.,
	With Trumpet and Drum	Diaz, A.M.,
		Field, Eugene,

FIFTH GRADE.

Poetry.

Comus,	Milton,
Hiawatha,	Longfellow,
Old Ironsides,	Holmes, O.W.,
Paul Revere's Ride,	Longfellow, H.W.
Poetry for Children,	Elliott,
Poetry of Seasons,	Poems by different authors.
Sheridan's Ride,	Read, T.B.,
Star Spangled Banner,	Ken,
The Beautiful Land of Nod	Wilcox, Ella W.,
The Children's Hour,	Longfellow, H.W.

II. Prose.

1. Fables,	Alice in Wonderland,	Carroll,
Fairy-	Fanciful Tales,	Stockton, F.R.,
Folk and	Gods and Heroes	Francillan
Myth Tales.	Greek Myths,	Hawthorne Classics.
	Heroes of Myth	Price and Gilbert
	Legend of the Norseland.	Pratt,
	Norse Stories,	Mabie, H.W.,
	Old Greek Folk Stories,	
	told Anew	Peabody,
	Old Norse Stories,	Bradish,
	Tanglewood Tales,	Hawthorne,
	Wigwam Stories,	Hawthorne,

FIFTH GRADE. (CONT.)

II. Prose.	Title of Book	Author.
2. Nature Stories.	Animal Heroes, Child Life in Japan, Kregand Johnny Bear, Stories and Tales from the Animal World, The Horse Fair, The Wonder Book of Horses,	Thompson, Saton, Syrton, M.C., Thompson, Saton
3. Pictures.	Great Artists, Vols. I-II	Keyson,
4. History.	Compare "For Fourth Grade" Stories from American History, True Stories of New England History,	Turpin, Hawthorne,
5. Bible.	New Testament Selections. Old Stories of the East, Psalms,	Selections. Baldwin, J.M. Selections.
6. Stories of Heroes and adventure.	Compare for "Fourth Grade". Hero Tales, Jungle Book, Robin Hood and His Merry Men-	Baldwin, J.M., Kipling, R., Buckingham,
7. Travel.	Compare for "Third Grade". Gulliver's Travels (Humor)	Swift (Scudder Ed.)
8. Drama.	Tales from Shakespeare,	Lamb, Chas. & Mary.
9. Stories of Invention.	American Inventors and Inventions.	
10. Miscellaneous.	Captain January, Eight Cousins, Friends Worth Knowing, Geographical Reader of North America, Heart of Oak Series V Hoosier School Boy Jackanapes, Melody (Pathos) Nautilus Nelly's Silver Mine, Nights with Uncle Remus (Humor) Queen Hildegarde, Our American Neighbors, Rip Van Winkle, (Humor) Seaside and Wayside (Series)	Richards, Laura E., Alcott, Louisa M., Ingersoll, E., Carpenter, Eggleston, Edward, Ewing, Julian, a, Richards, Laura E., Richards, Laura E., Jackson, H.H., Harris, J.C., Richards, Laura E., Irving,

FIFTH GRADE.

II. Prose.	Title of Book	Author.
	Stepping Stones to Literature V	
	Story of the Iliad,	Church, A.J.,
	Stories of the Old World,	Church, A.J.,
	The Five Little Peppers series-Sydney, Margaret,	
	The King of the Golden River- Ruskin,	
	Timothy's Quest, (Humor and Pathos)	Wiggin, K.D.,
	Thirty More Famous Stories,	Baldwin, J.M.,
	Twice Told Tales,	Hawthorne,
	Two Little Confederates,	Page, F.N.,
	Uncle Remus, His Songs, and Sayings (Humor)	Harris, J. C.,
	What Katy Did (series)	Coolidge, Susan,

The teacher might read stories based on the Niebelungen Lied and Hero Stories.

SIXTH GRADE.

1. Poetry.

Afton Water,	Burns, Robert,
Burns Short Poems, (Humor and Pathos)	Burns,
Bruce's Address to His Army at	Burns,
Enoch Arden,	Tennyson,
Evangeline,	Longfellow, H.W.,
Grandmother's Story,	Holmes, O.W. 2
Farmer John, (Humor)	Trowbridge, J.T.
How The Old Horse Won the Bet. (Humor)	Holmes, O.W.,
Lays of Ancient Rome,	Macaulay,
Longfellow's Poems,	(Household Ed.)
Old Ironsides,	Holmes, O.W.
Poems of American Patriotism-Mathews, Brander,	
Poor Susan	Wordsworth 3,
Prisoner of Chillon,	Byron,
Snowbound,	Whittier,
Tales of a Wayside Inn,	Longfellow,
The Last Leaf,	O.W. Holmes,
The Barefoot Boy,	Whittier,
The Broomstick Train,	O.W. Holmes,
The Chambered Nautilus,	Wordsworth,
The Deacon's Masterpiece, (Humor)	Holmes, O.W.,
The Pet Lamb,	Wordsworth,
To a Mountain Dairy,	Burns,
To a Mouse,	Burns,

II. Prose.

1. Fables, Adventures of Ulysses, Fairy-Folk and Myth Tales.	Lamb, Chas.,
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SIXTH GRADE. (Cont.)

	Title of Book	Author.
II. Prose.		
	At the Back of the North Wind, Mac-Donald, Geo.,	
	Fairyland of Science, Buckley, T.B.,	
	Greek Heroes, Kingsley, Chas.,	
	Greek Myths in English Dress Hale, Jr., E.E.,	
	Homeric Stories, Hall,	
	Legends of King Arthur and Greene,	
	his Court, Mabie, N.W.,	
	Norse Stories, Holbrook, Florence,	
	Northland Heroes, Bradish,	
	Old Norse Stories, Baldwin, J.M.,	
	Story of Roland,	
2. Nature Stories,		
	A Boy I Knew, Four Dogs Heatton, Lawrence,	
	and some More Dogs, Cochrane, Robert,	
	Four Hundred Animal Stories, Thompson-Seton,	
	Lobo, Rog and Vixen, Keeler, H.L.,	
	Our Native Trees,	
	Outdoor Studies,	
	Secrets of the Woods, Long,	
3. Pictures.	Compare "For Fifth Grade."	
4. History.		
	American Indians.	
	Boys who became Famous Men. Skinner.	
	Declaration of Independence. Winthrop, Robt.,	
	Speech on American Taxation. Lord Chatham-Graded	
		Lit. VI.
	Stories of the Thirteen Colonies. Blaisdell.	
	American Indians	
	Compare "For Fourth" and	
	"For Fifth" Grades.	
5. Bible.	Compare "For Fifth Grade"	
	Old Testament (Selection).	
6. Stories of		
Heroes	Compare "For Fifth Grade."	
and ad-	Cruise of the Canoe Club.	Alden, W.L.,
venture.	Life of Nansen,	
	Modern Vikings,	Boyesen, H.H.,
	Story of the Iliad,	Church, A.J.,
	Stories from Virgil,	Church, A.J.,
	Story of the Odyssey,	Church, A.J.,
	William Tell,	McMurray,
7. Travel.	Gulliver's Travels. (Humor)	Swift (Balliet Ed.)
8. Drama.	Tales from Shakespeare	Lamb, Chas.

SIXTH GRADE (Cont.)

II. Prose.	Title of Book	Author.
9. Stories of Invention.	Burns, for purpose of developing the imagination by picturing the poem mentally.	
	2. Holmes, to learn to tell a story well.	
	3. Wordsworth, for simplicity, beauty of description and tender sentiment.	
10. Biography.		
	Autobiography of Benjamin Franklin	Franklin, B.,
	The autobiography of John Stuart Mill.	Mill, J.S.,
	Being a Boy, Boyhood Adolescence and Youth	Warner, Chas. D., Tolstoi, L. (trans. by Constantine Popoff.)
	Story of a Child	Loti, Pierre (Trans. by Mary L. Watkins)
	The One I Knew Best of All.	Burnett, F.H.,
11. Miscellaneous.		
	Aaron in the Wild Woods.	Harris, J.C.,
	Cadet Days,	King,
	Crofton Boys,	Martineau, Harriet,
	Dissertation on Roast Pig (Humor)	Lamb, Chas.
	Donald and Dorothy,	Dodge, M.M.,
	First Christmas Tree	VanDyke,
	Five Little Pepper Series,	Sydney, Margaret,
	Geographical Reader of North America.	Carpenter.
	Heidi,	Spyri.
	His Own Fault.	Trowbridge, J.T.,
	Hoosier School Boy, (Humor)	Eggleston, Edward,
	Jack and Jill,	Alcott, Louisa M.,
	Jimmie's Cruise,	Alcott, Louisa M.,
	Lights to Literature series	
	Little Men (Humor & Pathos)	Alcott, Louisa M.,
	Little Women, (Humor & Pathos)	Alcott, Louisa M.,
	Old Fashioned Girl,	Alcott, Louisa M.,
	Our American Neighbors,	
	Stepping Stones to Literature VI.	
	Stories and Poems for Children	Thaxter, Celia,
	Story Book (Humor)	Howell, W.D.,
	Stories From Life	Marden.
	Sweet William, (Sentiment and Pathos)	
	The Man Without a Country, (Pathos)	Bouret, Margaret,
		Hale, E.C.,



SIXTH GRADE.

II. Prose.	Title of Book	Author.
	The Storm.	Hugo, Victor,
	Under the Lilacs,	Alcott, Louisa M.,
	When I Was Your Age,	Richards, Laura E.,

SEVENTH GRADE.

I. Poetry.

	After Blenheim,	Southe, Robert,
	Among the Hills,	Whittier,
	Bugle Song,	Tennyson,
	Christmas at Bracebridge Hall-Irving. (Humor)	
	Complete Poetical Works,	Whittier,
	Courtship of Miles Standish,	Longfellow, H.W.,
	Evangeline,	Longfellow, H.W.,
	Grandmother's Story of the Battle of Bunker Hill	Holmes, O.W.,
	Hark, Hark the Lark,	Shakespeare, W.,
	Hohenlinden	Campbell,
	Little People of the Snow,	Bryant, W.C.,
	Mabel Martin and Other Poems	Whittier, J.C.
	My Lost Youth,	Longfellow, H.W.,
	Prisoner of Chillon,	Byron,
	Sir Galahad,	Tennyson,
	Sella, Thanatopsis and other poems,	Bryant, W.C.
	Song of Marion's Men,	Bryant, W.C.,
	Snow Bound,	Whittier, J.C.,
	Songs of Labor,	Whittier, J.C.,
	Tales of a Wayside Inn	Longfellow, H.W.,
	Telling the Bees,	Whittier, J.C.,
	The Awakening of Spring, (From In Memoriam CXV)	
	The Bells	Poe, E.A.,
	The Evening Wind,	Bryant, W.C.,
	The May Queen,	Tennyson,
	The Singing Leaves,	Lowell, J.R.,
	The Snow Storm,	Emerson, R.W.,
	The Wonderful One Hoss Shay (Humor)	Holmes, O.W.,
	To a Skylark,	Wordsworth, Wm.,
	Twilight Calm,	Rossetti, C.G.,
	Vision of Sir Launfal,	Lowell, J.R.,
	Washington (From Under the Old Elm)	Lowell, J.R.,

II. Prose.

1. Fables,	Adventures of Ulysses,	Lamb, Chas.,
Fairy-Fables,		Fontaine.
Folk and Fables,	(Mother Goose)	Perrault, (Welsh)
Myth.	Jason's Quest,	Lowell, J.R.,
Tales.	Legends of King Arthur and His Court,	Greene

SEVENTH GRADE.

II. Prose.	Title of Book	Author.
	Norse Stories, Stories of the Old World, Story of Siegfried, Story of the Golden Fleece, Story of the Romans Tales of King Arthur, The Story of King Arthur	Nabie, H.W., Church, A.J., Baldwin, J.M., Bulfinch, Guerber, McLeod, Brooks, E.S.,
2. Nature		
Stories.	Birds and Bees, Bird Life Stories, Boyhood in Norway, Citizen Bird, Coal and the Coal Miners Dog of Flanders Monarch, the Big Bear of Tallach, News from the Birds, Our Feathered Friends, The Biography of a Grizzly Wild Animal Play,	Burroughs, Weed, Boyesen, H.H., Wright, M.O., Green, Homer, Ouida, Thompson-Seton, Keyser, Grinmeil, Thompson-Seton. Thompson-Seton.
3. Pictures.		
	Michel Angelo Murillo,	Hurll, Hurll,
4. History.		1783.
	Address of Resignation Beacon Lights of Patriotism, Boys of '76 Indian Boyhood, -a true story- Joan of Arc, Knickerbocker Stories (Humor) Men and Manners in America, One Hundred Years Ago, Old Times in the Colonies, Pioneer History Stories of the Mississippi Valley, Supposed Speech of John Adams The Youth of Washington, The War of Independence, Union and Liberty,	Washington, Carrington, Coffin, Chas. C., Eastman, C.A., DeQuincy, Irving, Scudder, H.H., Coffin, C.C., McMurray, Chas., Hale, E.E., Fiske, John, Webster,
5. Bible.		
	Compare "For Fifth Grade" Jerusalem, Jerusalem by Moonlight, Old Testament,	Curtis, Disreli Selections, Clemens,
6. Stories	A Tramp Abroad (Humor) of Heroes and ad- Battle and a Boy venture. Campmated (series)	Howard Munroe, Kirk,

SEVENTH GRADE. (Cont.

II. Prose.

Title of Book

Author.

Cudjo's Cave,	Trowbridge, J.T.,
Heroes of the Chivalry,	Mitland, Louise,
Heroes of Iceland,	French, Allen,
Hunting of the Deer,	Warner, C.D.,
Phil and His Friends,	Trowbridge, J.T.,
Snow Shoes and Sledges,	Munroe, Kirk,
Stories for Boys,	Davis, R.H.,
Treasure Island,	Stevenson, R.L.,
Two Years Before the Mast.	Dana, R.H.,
William Tell,	McMurray,

7. Travel.

Family Flight series	Hale, E.C.,
Footprints of Travel,	Ballon,
The Boy Traveller series	Knox,

8. Drama. Tales from Shakespeare,

Lamb, Chas. & Mary,

9. Stories of
Invention Industries of To-day.

10. Biography.
Compare "For Sixth Grade."

11. Miscellan-

ecus.	A Boy's Town,	Howells, F.D.,
	A New England Girlhood,	Larcom, Lucy,
	Betty Lircester's Christmas	Jewett, S.O.
	Captain January,	Richards, Laura E.,
	Carrots: Just Like a Boy.	Molesworth, Mrs.
	Cranford,	Gaskall.
	Don Quixota,	Cerventes (Orumby's trans.)
	Europe, Asia, etc.	Carpenter.
	Hans Brinker,	Dodge, N.S.,
	House of Seven Gables,	Hawthorne,
	Little Men (Humor and Pathos)	Alcott, Louisa M.,
	Little Women (Humor and Pathos)	Alcott, Louisa M.,
	Jo's Boys (Humor and Pathos)	Alcott, Louisa M.,
	Leather Stocking Tales,	Cooper, J.F.,
	(Lippincott's) Popular Book for Boys	Stockton, F.R.,
	Lives of Girls Who Became Famous,	Bolton,
	Madam How and Lady Why (Humor)	Kingsley,
	Marjorie Daw and other Stories-	Aldrich, F.D.,
	My Double and How he Undid Me- (Humor)	Hale, E.E.,
	Old Fashioned Thanksgiving	Alcott, Louisa M.,

SEVENTH GRADE (Cont.)

II. Prose.	Title of Book	Author.
1.	Stories of the lives of great men should be read.	
	Penelope's Progress	Wiggin, K.D.,
	Personally Conducted,	Stockton, F.R.,
	Pickwick Papers, (Humor)	Dickens, Chas.
	Rab and His Friends,	Brown (French)
	Rocky Ford	Catherwood, N.H.,
	Rose in Bloom,	Alcott, Louisa M.,
	Selections from Alhambra,	Irving W.,
	Stepping Stones to Literature	III.
	Stories and Poems for Children	Thaxter,
	Story of Jean Valjean,	Wiltse,
	Story of Odyssey,	Church, A.J.,
	Tales of a Grandfather,	Scott, Sir W.A.,
	Tales of New England,	Jewett, S.O.,
	Tales of the White Hills,	Hawthorne,
	The Country Doctor,	Jewett, S.O.,
	The Deerslayer,	Cooper, J.F.,
	The Pilot,	Cooper, J.F.,
	The Sketch Book,	Irving,
	The Spy,	Cooper, J.F.,
	Tom Paulding,	Mathews, Brander,
	Tom Sawyer,	Clemens,
	Two Laborers,	Carlyle,
	Two Prisoners,	Page, T.N.,
	Young Master Of Hyson Hall,	Stockton, F.R.,

EIGHTH GRADE.

I. Poetry.

Compare for "Seventh Grade".

Abraham Lincoln)	Taylor, Tom,
American Poems,)	Houghton, Mifflin & Co.
A Song of the Camp)	Taylor, Bayard,
Auld Lang Syne,)	Burns, R.
Bigelow Papers,		Lowell, J.R.,
Break, Break, Break,		Tennyson,
Burial of Sir John Moore,		Wolfe, Chas.,
Burns, Poems, (Humor and		Astor, Ed.)
Pathos)		Whittier,
Complete Poetical Works,		Tennyson,
Charge of the Light Brigade		Astor Ed.)
Coleridge's Poems,		Burns,
Cotter's Saturday Night,		Tennyson.
Crossing the Bar. (Pathos)		Emerson, R.W.,
Each and All,		Gray, Thomas,
Elegy in a Country Church Yard		Tennyson,
Enoch Arden and other Stories		Longfellow,
Evangeline,		Milton, J.,
Evening (Paradise Lost)		

EIGHTH GRADE. (Cont.)

I. Poetry.

	Title of Book	Author.
	For A'That and A'That	Burns,
	Gladness of Morning,	Hilton, J.,
	Glenara,	Campbell, Thomas,
	Grandfather's Chair (Pathos)	Hawthorne,
	Grandmother's Story of Bunker	
	Hill and other stories	Holmes, O.W.,
	Hymn to the North Star,	Bryant, W.C.,
	Idylls of the King,	Tennyson,
	Indian Summer Reverie,	Lowell, J.R.,
	Lead Kindly Light,	Newman,
	Lincoln (Patriotism)	Lowell, J.R.,
	Love Songs of Childhood,	Field, Eugene,
	Poems Every Child Should Know	Burt.
	Poems of Knightly Adventure	Hale, E.E.,
	Quiet Work,	Mathew Arnold,
	Rhyme of the Ancient Mariner	Coleridge, S.T.,
	Sheridan's Ride,	Read, T.B.,
	Thanatopsis	Bryant, W.C.,
	The Antiquity of Freedom,	Bryant, W.C.,
	The Boys,	Moore,
	The Building of the Ship	Longfellow, H.W.,
	The Commemoration Ode,	
	(Patriotism)	Lowell, J.R.,
	The Courtship of Miles	
	Standish,	Longfellow,
	The Deserted Village,	Goldsmith,
	The Happy Warrior,	Wordsworth, Wm.,
	The Huskers,	Whittier, J.G.,
	The Lay of the Last Minstrel,	Scott, Sir W.,
	The Lady of the Lake,	Scott, Sir W.,
	The Love of God,	Bryant, W.C.,
	The Pilgrims,	O'Reilly, J.B.,
	The Prayer of Agassiz,	Whittier, J.G.,
	The Recessional,	Kipling, R.,
	The Song of the Brook,	Tennyson,
	The Titmouse,	Emerson, R.N.,
	The Trees,	Larcom, Lucy,
	The World as It is,	Wilcox, Ella W.,
	To the Dandelion,	Lowell, J.R.,
	Under the Old Elm (Patriotism)	Lowell, J.R.

II. Prose.

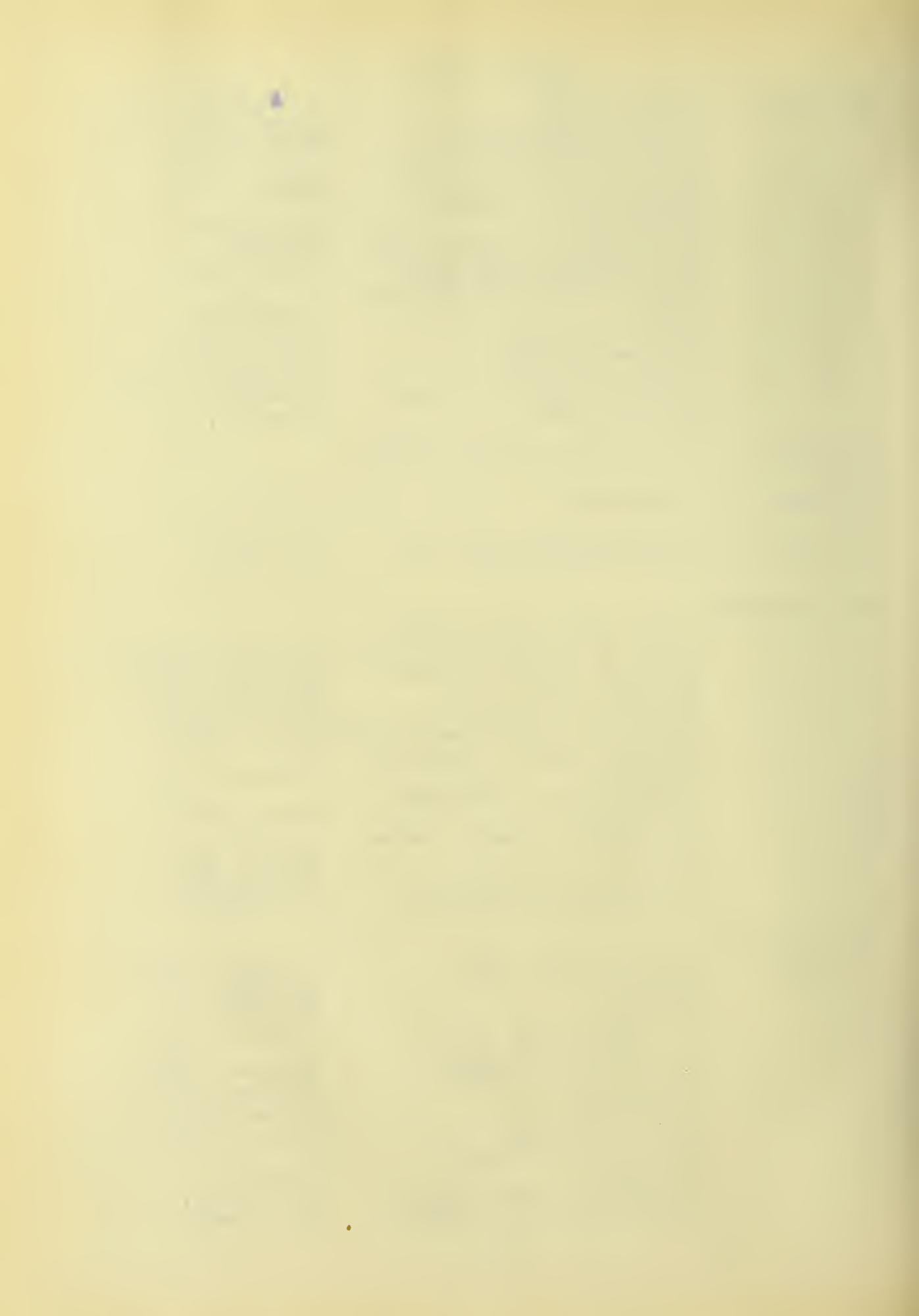
Fables,	Fables	Aesop,
Fairy-	Beowulf,	Tinker,
Folk and	Classic Myths in English	
Myth	Literature	Gayley,
Tales.	Blue Fairy Book Series,	Lang, A.,
	Gypsey Breyton Series,	Word, E.S.,
	Indian Fairy Tales,	Wade, M.H.,
	King Arthur and Knights of	
	the Round Table	Morris, Chas.,

EIGHTH GRADE (Cont.)

II. Prose.	Title of Book	Author.
	Legends of Charlemagne, Legends Every Child Should Know	Bulfinch, T.,
	Legends of King Arthur and His Court,	Mabie, H.W.,
	Legends of Switzerland, Legends of the Middle Ages,	Guerber,
	Myths Every Child Should Know	Guerber, Mabie, H.W.,
	Myths of Greece and Rome	Guerber,
	Myths of North Lands,	Guerber,
	Norse Stories,	Mabie, H.W.,
	Storyland of the Stars,	Pratt,
	Story of the Greeks,	Guerber,
	Story of Roland,	Baldwin, J.M.,
	Story of Siegfried,	Baldwin, J.M.,
 2. Nature		
Stories.		
	Avalanches of the Jano Frau	Cheever,
	Birds and Bees	Burrroughs,
	Cousin Series,	Wade, M.H.,
	Sharp Eyes,	Burrroughs,
 3. Pictures.		
 4. History.		
	Compare "For Seventh Grade"	
	Address of the Field of Gettysburg,	
	Advice to His Children,	Lincoln, A.,
	Battle of Waterloo,	Penn, Wm.,
	Blue Jackets of '98	Hugo, Victor,
	Daniel Webster for Young Americans,	Abbott,
	Farewell Address,	
	First Bunker Hill Oration,	Richardson,
	Rules of conduct.	Washington,
	Second Inaugural,	Webster,
	The Great Debate,	Washington,
	Webster's Speeches,	Lincoln,
		Webster and Hane,
		Selections.
 5. Bible.		
	Compare for "Fifth Grade,"	
	And "For Seventh Grade".	
 6. Stories of		
Heroes and ad- venture.		
	A Soldier of Fortune,	Davis, R.H.,
	Biography of a Grizzly,	Thompson-Seton,
	Boy Life on the Prairies	Garland, Hamlin,
	Camps in the Rockies,	Grohman,
	Captains Courageous,	Kipling, R.,
	Cattle Ranch to College,	Doublwsey, R.,

EIGHTH GRADE.

		Author.
II. Prose.	Title of Book Cudjo's Cave, Diary of Adventures, Heroes Every Child Should Know- Letters and Farewell Addresses On the Road with a Circus Philip Nolan's Friends, Ranch Life and the Hunting Trail Scottish Chiefs, Stories for Boys Treasure Island, Two Years Before the Mast Westward Ho!	Trowbridge, J.T., Washington, Mabie, H.W., Washington. Thompson. Hale, E.E., Roosevelt, Jane Porter, Davis, R.H., Stevenson, R.L., Dana, R.H., Kingsley,
7. Travel,	Compare "For Seventh Grade."	
8. Drama.	Shakespeare	
9. Invention.	Things a Boy Should Know About Electricity.	St. John.
10. Biography.	Compare for "Sixth Grade. Lives of Good Men and Great, Lives of the Presidents, The Story of My Life The Story of My Life True Story of Abraham Lincoln The true Story of Benjamin Franklin True story of Christopher Columbus, True story of George Wash- ington. True Story of LaFayette True Story of U.S. Grant,	Hubbard, Elbert, Stoddards, W.O., Andersen, H.C., Keller, Helen, Brooks, E.S. Brooks, E.S. Brooks, E.S., Brooks, E.S., Brooks, E.S., Brooks, E.S.,
11. Miscellan- eous.	Against Heavy Odds, Alhambra, Ben Hur, Christmas Carol (Humor and Pathos) Cricket on the Hearth, David Copperfield Don Quixote, Hans of Iceland, How to tell Stories to Children Huckleberry Finn (Humor) Innocents Abroad, (Humor)	Boyensen, H.H., Irving, Wallace, L., Wiggin, K.D., Dickens, Chas., Dickens, Chas., Cervantes, Hugo, Victor, Bryant, Mark Twain, Mark Twain,



EIGHTH GRADE.

II. Prose.

Title of Book	Author.
Introduction to American Literature,	Mathew, Brander,
Ivanhoe	Scott, Sir W.,
John Gilpin,	Cowper,
John Halifax, Gentleman,	Mulock, D.M.,
Kenilworth,	Scott, Sir W.,
Leather Stocking Tales,	Cooper, J.F.,
Lionel Lincoln	Cooper, J.F.
Lorna Doone,	Blackmore,
My Boys,	Alcott, Louisa M.,
Nicholas Nicklehy	Dickens, Chas.,
Old China, (Humor & Pathos)	Lamb, Chas.,
Old Christmas,	Irving,
Old Curiosity Shop,	Dickens, Chas.,
Oliver Twist,	Dickens, Chas.,
Open Sesame,	Bellany, B.W. and Goodwin, M.W.
Pickwick Papers, (Humor)	Dickens, Chas.,
Poor Richards Almanac, (Humor)	Franklin, B.,
Prudence Palfrey,	Aldrich, T.B.
Quentin Durward,	Scott, Sir W.,
Romona,	Jackson, H.H.,
Rebecca of Sunnybrook Farm	Wiggin, K.D.,
Red River,	Cooper, J.F.,
Rab and His Friends,	Crown, John,
Silas Marner,	Elliot, George,
Sir Roger de Coverley (Humor)	Addison,
Sketch Book (Humor)	Irving,
Sohrab, and Rustum	Arnold (Nations)
Stepping Stone to Literature	VIII.
Stories and Poems of Poe,	Hale, E.E.,
Stories of the Sea,	Hale, E.E.,
Stories of the Wagner Operas	Ashley, B.,
Tom Brown's School Days,	Hughes
(Humor)	
Tom Sawyer (Humor)	Mark Twain,
The Half Back	Blackmore, R.H.,
The Hoosier School Master,	Eggerton, Edward,
(Humor)	
The House of Seven Gables,	Hawthorne,
The Pilot,	Cooper, J.F.,
The Spy,	Cooper, J.F.,
Twice Told Tales,	Hawthorne,
The Two Admirals	Cooper, J.F.,
Uncle Tom's Cabin	Stowe, H.B.,
(Humor and Pathos)	
Vicar of Wakefield,	Goldsmith,
Wagner Opera Stories,	Barber,

For the High School I have accepted the classification of the Board of Superintendents of the New York City Schools, see pages _____ which is recommended by representatives from all over the Country. Some additional works I have given in the following table.

HIGH SCHOOL.

FIRST AND SECOND YEARS.

I. Poetry.	Title of Book	Author.
	Cloud (Description)	Shelly
	Daffodils, (Description)	Wordsworth,
	Gawain, (Hero)	
	John Gilpin,	Cowper,
	Knee Deep in June,	Riley, J.W.,
	Michael, (pathos, description)	Wordsworth,
	Old English Ballads,	Armes (Ed)
	Orlando, (Hero)	
	Out to Old Aunt Mary's (Pathos)	Riley, J.W.,
	Revenge,	Tennyson,
	That Old Sweetheart of Mine (Humor)	Riley, J.W.,
	The Song of the Brook, (Sentiment)	Tennyson,
II. Prose.	A Doctor of the Old School	MacLaren,
	A Humble Romance,	Wilkin, M.E.
	A Village Singer,	Wilkin, M.E.,
	Captain Kidd, (Adventure)	
	Christmas Stories	Dickens, Chas.,
	Colonel Carter of Carter- ville (Humor)	Smith, F.H.,
	Dick Turpin, (Adventure)	
	Flute and Violin,	Allen,
	Good Men and Great, Lives of	Hubbard, Elbert,
	His Mother's Sermon,	MacLaren,
	How the Derby Was Won (Adventure)	
	Jack Sheppard, (Adventure)	Page, F.N.,
	Joint Owners in Spain,	Brown
	Knickerbocker History of New York, (Humor)	Irving,
	Literature of Arthuriad and the Sangraal (Legend)	
	Marjorie Daw	Aldrich, T.B.,
	Micah Clarke (Adventure)	Doyle, Conan A.,
	Sacred Books of the East (Bible)	Muller, Frederick Max,

HIGH SCHOOL.

II. Prose.	Title of Book	Author.
	Tales of the Heroic Age-Siegfried and Beowulf (Hero Tales)	Razozin, Zenaide A., (Selections)
	The Bible	Barrie, J.M.,
	The Little Minister, (Humor)	
	The Little Sheppard of Kingdom Come,	Fox, Jr., John,
	The Story of the Indian, (Folk Lore)	Grinnel, G.B.,
	The Trail of the Sandhill stag (Nature)	Thompson-Seton.
	Three Musketeers, (Adventure)	Dumas, Alexander.
	Treasure Island, (Adventure)	Stevenson, R.L.
	Ulysses Among the Phaeacians, (Adventure)	Bryant's Trans.)
	Winning of the West, (Adventure)	Roosevelt, T.,

Third Year.

I. Poetry.	Title of Book	Author.
	A Song for St. Cecelia's Day-	Dryden,
	Childe Harold (selections)	Byron,
	Comus	Milton,
	Isclde (Hero)	
	Eugene Aram (Hero)	
	Geraint (Hero)	
	L'Allegro II Penseroso	Tennyson,
	Lycides	Milton,
	Lyrics,	Tennyson,
	Niebelungen Lied and Many Stories Based Upon It (Hero)	
	Minor Poem,	Milton,
	Nun's Priest Tale	Chancer,
	Poems (Humor and Pathos)	Burns,
	Poems	Poe,
	Selections from Shelly, Keats and Wordsworth (Beauty and sentiment)	(In Palgrave's Golden Treasury).
	The Faerie Queen (selections)	Spencer
	Tristram (Hero)	

II. Prose.	All Sorts and Conditions of Men-Besant, W.,
	Essays, Bacon,
	Essays in Criticism, Arnold Mathew,
	Essays of Elia (Some Humor) Lamb, Chas.,
	Essay on Bacon, Macauley,
	Essay on Byron, Macauley,
	History of English Literature-Halleck,
	Last Days of Pompeii Lytton, Bulwer,
	Life of Johnson (Description)-Macauley,
	Mill on the Floss (character sketch) Elliot,
	Myths and Myth Makers(Mythology) Fiske.

HIGH SCHOOL.

II. Prose.	Title of Book	Author.
	Pride and Prejudice, (Love Story)	Austen,
	She Stoops to Conquer (Humor)	Goldsmith,
	The Bible (selections)	
	The Rivals (Humor)	Sheridan,
	Warren Hastings, (Descriptive)	Macaulay,
	Westward Ho-	Kingsley, Chas.,

Fourth Year.

I. Poetry.	Title of Book	Author.
	Ballad Poetry,	
	Lohengrin, (Hero)	
	Palamon and Arcite (Hero)	Dryden,
	Parsifal, (Hero)	
	Poems,	Emerson, R.W.,
	Selections	Bryant,
	Tam O'Shanter, (Adventure)	Burns,

II. Prose.	Title of Book	Author.
	Adam Bede, (Character Sketch)	Eliot,
	Autobiography of	
	Benjamin Franklin	Franklin,
	Ben Hur (Dramatic)	Wallace, L.)
	Compensation and Self Reliance	Emerson, R.W.,
	(Essays)	
	Culture and Anarchy (Essay)	Arnold,
	English Humorists	Thackeray,
	Essays,	Emerson,
	Essay on Burns,	Carlyle,
	Le Cid	(Trans.)
	Life of Jesus (Hero)	Keim,
	Life of Christ (Hero)	Tissot,
	Lives	Plutarch,
	Middlemarch,	Eliot
	Old Creole Days,	Cable,
	On Conciliation with America	Burke,
	Paradise Lost	(Selections) Milton.
	Prologue to Canterbury Tales,	Chaucer,
	Prue and I (Love Story)	Curtis,
	Rabbi Ben Ezra,	
	Representative Men	Emerson,
	Selections from Walden	Florence,
	The Autocrat of the Breakfast	
	Table (series) (Humor)	Holmes, O.W.,
	The Culprit Fay	Drake,
	The Golden Age,	Graham,
	The Last of the Mohicans,	Cooper, J.F.,
	The Rise of Silas Lapham,	Howells, W.D.

HIGH SCHOOL.

II. Prose.

"The God of Our Fathers" by Hermand. Stern dealing dealing with caxon Mythology, should be read by student and teacher, as had "How to Tell Stories to Children," by Bryant. "Fingerposts to Children's Reading" is a pretty good guide and is published by McClurg and Co., Chicago, Ills.

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